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ABSTRACT

This manual is designed to supply background information for Kellogg Library and Archive Retrieval System (KLARS) processors and others who might work with the system, outline detailed policies and procedures for processors who prepare and enter data into the adult education database on KLARS, and inform general readers about the system. KLARS is described as a computerized information system that digitizes and stores electronic facsimiles of paper documents on optical Write-Once-Read-Many (WORM) disks and, through the use of optical character recognition (OCR) technology, allows researchers to retrieve image and text data through full-text searching. Designed for archival research, KLARS handles both facsimile images of document pages and machine-readable text, giving researchers multiple ways of accessing documents. The manual is divided into five sections: (1) An Overview of KLARS; (2) KLARS Hardware and Software; (3) Collection Processing (e.g., archival processing overview, cataloging and creating Research Library Information Network records); (4) Preparing Data For and Entering Data Into the KLARS Database (e.g., collection records, set records, person vita, organization vita, object vita); and (5) Managing Document Capture Work, Directories, and Lists (e.g., updating KLARS files, maintaining quality work on KLARS, backing up data). Authority lists, a data dictionary, an abridged description of the adult and continuing education research collection, and the document capture glossary are appended. The project, which was funded from 1986 to 1991, has ended and the original version of KLARS is no longer operational. (MAB)

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Kellogg Library and Archive Retrieval System

Document Capture Manual

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Introduction

This manual contains a comprehensive description of the work undertaken to enter information into and retrieve information from the Kellogg Library and Archive Retrieval System (KLARS).

The document serves several purposes:

1. It is a historical record of the development of KLARS in that it details the degree to which the Kellogg Project operationalized the model system it proposed in its original grant.

2. It provides developers of future image and text retrieval systems with a sense of the scope of our undertaking.

3. It supplies background information for KLARS processors and others who might work with the system.

4. It outlines detailed policies and procedures for processors who prepare and enter data into the adult education database on KLARS.

5. It informs general readers about the system.

This document is the result of the combined efforts of the Kellogg Project Training Committee, consisting of Molly Fulton and Peter Hammon, processors; Jane Hugo, training coordinator; Terry Keenan, adult education archivist; Beth Oddy, information transfer specialist; Yuming Tung, system administrator; and Mark Weimer, curator for special collections at Bird Library. Barbara Florini, project co-director, and Mary Beth Hinton, public relations manager, provided editorial assistance. Joyce VanDenburg provided secretarial assistance.

PART ONE: AN OVERVIEW OF KLARS

The Kellogg Library and Archive Retrieval System (KLARS) is the realization of an idea about organizing archives and doing archival research. KLARS was the result of a multi-million dollar grant from the the Kellogg Foundation of Battle Creek, Michigan to the Adult Education Department at Syracuse University. It was designed to make optimal use of the University's Adult and Continuing Education Research Collection, one that reflects a considerable portion of the history of the adult education movement in North America.

Unlike traditional libraries which house mostly secondary information sources, archives house primary information like drafts of articles, letters and carbon copies of letters, or even telegrams. Conventional library search strategies for locating information by subject, title, or author searches thus are ineffective when researching archival material. The Kellogg Project at Syracuse University sought to bring information technology to the service of archival research.

This section discusses the following:

- The rationale for KLARS
- The structure of KLARS data
- The two types of electronic data needed for this sort of retrieval system
- The value of KLARS to archivists
- The value of KLARS to researchers

WHAT IS KLARS?

KLARS is a computerized information system. It digitizes and stores electronic facsimiles of paper documents on optical Write-Once-Read-Many (WORM) disks and through the use of optical character recognition (OCR) technology, allows researchers to retrieve image and text data through full-text searching.

The Problem KLARS Addresses

Intellectual access to archive and manuscript collections has generally required a great deal of advance preparation by researchers, including ready access to the information stored in the heads of archivists. Unlike bibliographic searching in which title, author, and subject can get researchers to material they want, archives and manuscript searching gets more complicated as researchers move from the collection level descriptions to boxes and then folders of documents.

While archivists can assign subject headings for a collection as a whole, they don't usually apply subject headings to archival documents. Instead, they construct finding aids that describe collections box-by-box, folder-by-folder, to show users how documents are organized. Getting beyond this level to specific pieces of correspondence, minutes, or publications relevant to a researcher's subject interest

demands that a researcher understand the environment in which the papers were created, do a lot of browsing, and follow reliable hunches. KLARS was conceived for one main purpose: to bring computer power to the partly intuitive process of archive and manuscript research.

The Information Access Concept Underlying KLARS

The idea underlying KLARS was not only to give researchers access to electronic facsimiles of documents, but to give them a full-text searching tool to help them know where among the documents to look for information of interest to them, something that could search the equivalent of several boxes of documents or several collections simultaneously. This idea required the development of a data structure and database appropriate to archive and manuscript research. It also required the use of certain kinds of computer hardware and software.

The Database

To give a researcher access to large amounts of information as well as a way to retrieve specific documents, a computerized, archival database has to contain information *about* documents as well images of the documents themselves. So, in addition to the images of documents from collections, the KLARS database is, as Figure 1 illustrates, made up of descriptive information on:

- Whole collections
- Groupings of documents within collections
- Individuals important to the Research Collection
- Organizations important to the Research Collection
- A few important subject areas

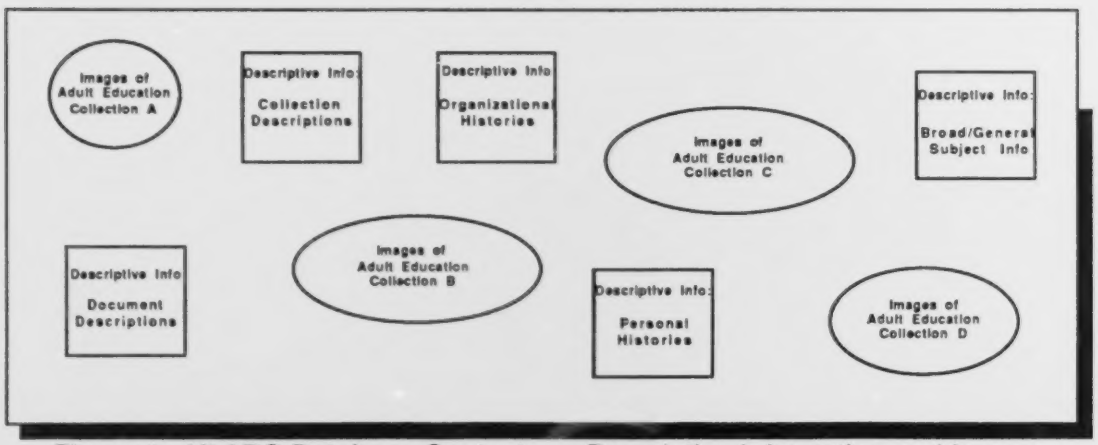

Images of Adult Education Collection A
Descriptive Info: Collection Descriptions
Descriptive Info: Organizational Histories
Images of Adult Education Collection C
Descriptive Info: Broad/General Subject Info
Descriptive Info: Document Descriptions
Images of Adult Education Collection B
Descriptive Info: Personal Histories
Images of Adult Education Collection D

Figure 1: KLARS Database Contents — Descriptive Information and Images

This combination of descriptive information and images of actual documents constitutes the KLARS database.

Data Structure

A computerized archival database also has to be organized in a way that allows for easy data entry, retrieval, and revision. This organization comes from developing a framework for the data — called a data structure or data matrix — that specifies the general information categories and the types of information allowed in each category. Records and fields are the basic structural elements in the KLARS database.

Records

Figure 2 outlines how the descriptive and image information destined for inclusion in KLARS is organized into five types of records, each with a particular focus.

Information Focus	Record Name
A collection as a whole	Collection Record
A group of documents found within a collection	Set Record
A person's life, education, and career	Person Vita
Organizational/institutional history	Organization Vita
Idea/concept history	Subject Vita

Figure 2: Information Focus of KLARS' Five Record Types

Fields

Each of these record types contains a number of information areas called fields. Each field represents a facet of information the system designers found was important to researchers using archives or important to doing research on a computerized system. A list of all possible fields created by the designers for adult education research is referred to as the template or data matrix. The template fields structure and systematize the entry and retrieval of data in the adult education database. In all, there are 32 fields in the KLARS template. They are:

Item number
Record type
RLIN ID
Main Entry
Title
KLARS source
Physical description
Search strategy hints
Bio/historical note
Summary description
Series
Folder title
Set title
Begin date
Source begin date
End date
Source end date
Form/genre
Education
Work history
Associated subjects
Associated people
Associated organizations
Associated events/projects
Associated places
Publications
References to
Location
Provenance
Restrictions
Preferred Citation
OCR'd text

Each record type uses a subset of these 32 fields; none use all of the fields. The term "view" is used to distinguish between the record-specific subset of fields and all possible fields that make up the template. Figure 3 shows all five record views.

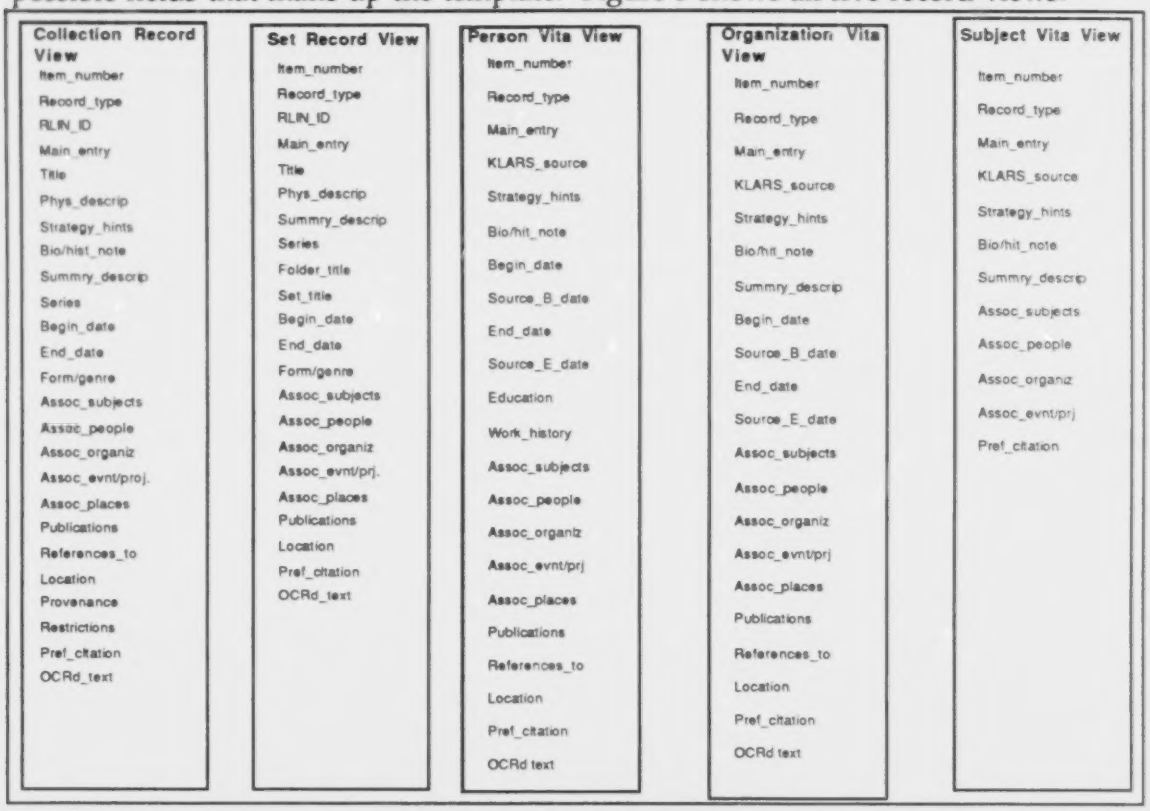


Figure 3: KLARS Record Views

Processors create a record view by entering information in the fields used in each record type. When researchers retrieve a record, they see the contents of the fields in that record's view on the workstation screen. The Data Dictionary found in Appendix A of this document gives a thorough description of the data matrix and the relationships between the matrix fields and each record type.

The Data Types — Text and Images

KLARS staff create and work with two different types of electronic data within the system, text and images. The distinction between the two is fundamental to understanding processors' work on KLARS and how KLARS enables researchers to look at electronic document facsimiles and do useful word searches.

Text

In KLARS terms, "text" includes any data that the computer can search by matching one character — any keyboard number, letter or symbol — with another. This kind

of data is called ASCII text, short for American Standard Code for Information Interchange. KLARS stores and indexes all words and identifying numbers in ASCII.

KLARS' ability to do "full-text" searching is based on matching the search words entered by researchers or processors with the stored ASCII text in the database. Because the database is large, KLARS allows people to designate which part or parts of the database they want searched.

The text or ASCII portion of the KLARS database could come from the following sources:

- Processors keying in the text;
- ASCII files that are electronically transferred into KLARS from floppy disks (e.g., person or subject vita files);
- An Optical Character Recognition device (OCR) that electronically scans a printed document, "reading" it, and translates what it reads into ASCII text.

Images

In KLARS terms, an "image" is an electronic picture or facsimile. It may be a picture of a letter, a page from a newsletter, or a photograph. This electronic picture is made up of dots called "bits" that together form a "bit-map" or image of the original document. Each bit-mapped image in KLARS has its own identification number assigned by the system. KLARS can then index the number and locate the image during a search.

Figure 4 shows which records are in KLARS as text data (ASCII) and what bit-mapped images, if any, are associated with each record type. The dotted boxes and question marks indicate that images are possible but not usual with these record types. For example, a personal vita might reference an image of the person's photograph or an image of a bibliography of that individual's extensive published writing. In general, however, the vitae records will not be associated directly with images in the same way collection and set records are.

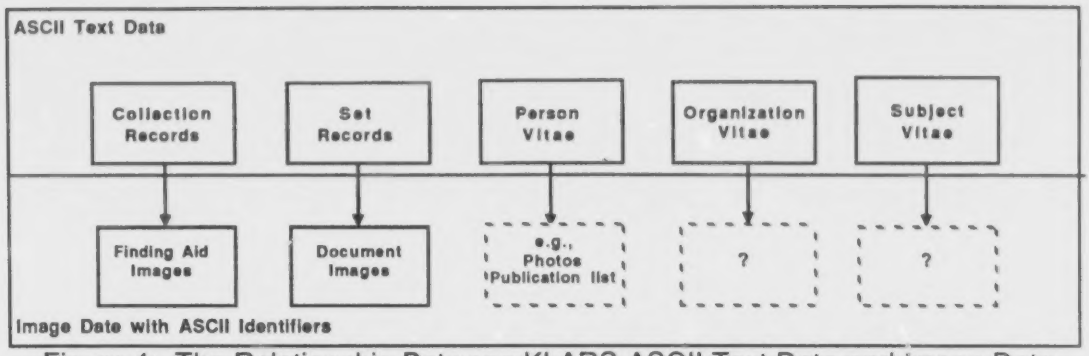


Figure 4: The Relationship Between KLARS ASCII Text Data and Image Data

Each record type consists of ASCII text entered or transferred by processors. Collection records and set records may also contain ASCII text from the OCR'd contents of actual archival documents. Collection finding aids and actual collection documents are in the system as bit-mapped images with ASCII identifiers. Thus, processors can move back and forth between text and image data. The person, organization, and subject vitaes serve as

- Additional on-line sources of information about adult education and
- "Pointers" that help researchers refine their searching in collection and set records.

Modes of Operation - Document Capture and Search

KLARS has two principle modes of operation: document capture and search.

Document Capture

In the document capture mode, a processor follows a number of activities and procedures that incorporate - or capture - both text and image data into the database. This mode of KLARS operation is not available to a general user of the system.

Search

In the search mode, a user can select a record type or several record types, type in pertinent words for searching in one or more fields, and execute a command that tells KLARS to search the appropriate ASCII text for matches to the search words. The system displays a list of the results that the user can view. Both KLARS staff and researchers have access to this mode of KLARS.

KLARS — A TOOL FOR ARCHIVISTS

Archivists can use KLARS to address two issues:

1) the need for more space for archival materials and
2) the need to improve researchers' access to materials.

Improved Storage for Documents Through Electronic Document Capture

Storing archival collections requires two things: space and a controlled environment. An optical disk archival retrieval system like KLARS meets the demands imposed by both requirements. First, using KLARS in its document capture mode, processors make digitized, electronic versions of documents using a machine called a scanner. On average, thousands of pages of documents fit on one optical disk. Second, the optical disks and the ASCII files are much less fragile than the original documents. They can't be hurt by repeated use in the same way documents can.

Improved Access for Researchers

Through KLARS, researchers have improved access to archival materials. In conventional archives, one person uses a box of material at a time. With a computerized archival retrieval system, several people can simultaneously use the same materials. A user can search several boxes and collections using one computer search command. Furthermore, the familiarity processors and archivists accrue over the years working with collections can be incorporated into the descriptive information built into the database records, thus making their knowledge readily available to future researchers.

KLARS — A TOOL FOR RESEARCHERS

Powerful Searching

KLARS staff and researchers can structure their searches in such a way that the system searches one record type or several, one combination of fields or another. In this way, KLARS users have, as Figure 5 illustrates, multiple points of access to the information in the database.

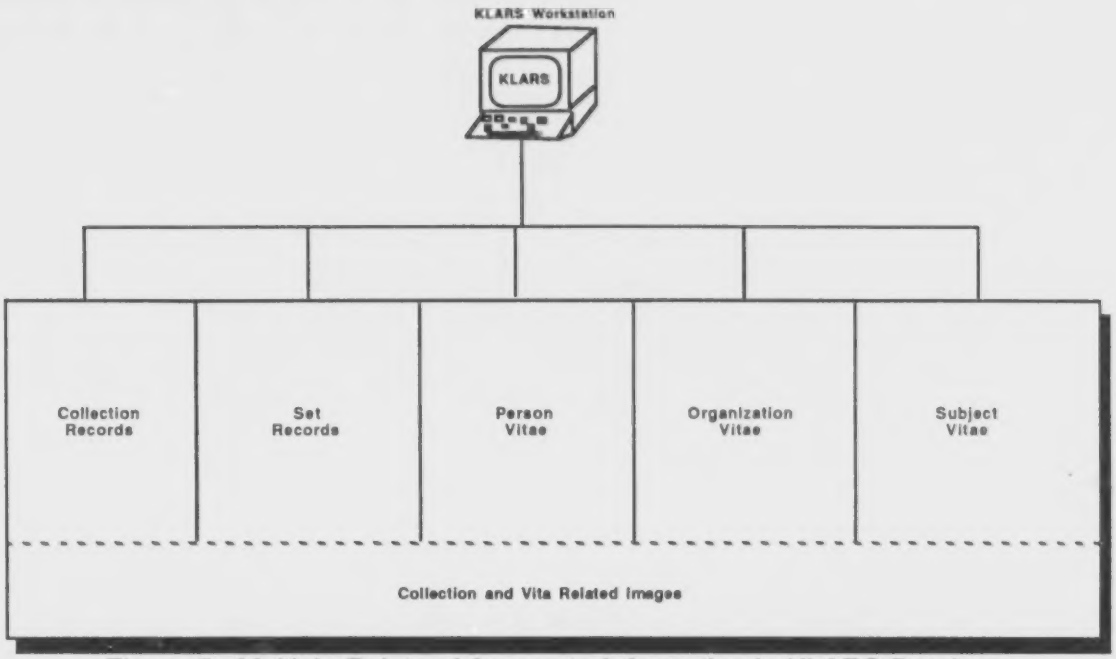


Figure 5: Multiple Points of Access to Information in KLARS Database

Researchers can use traditional archival methods of browsing through documents when they use KLARS. They can browse through images of documents just as they would boxes of documents because the system carries over the integral organization of any given collection.

However, KLARS' full-text searching of selected groups of documents (collection and set records) or of information related to the documents (person, organization, and subject vitae) enables a researcher to search a large amount of information, not only in a shorter period of time than when using conventional archives, but also with greater power. KLARS' power comes from its ability to let researchers do word searches; researchers "build" the searches they want. For example, one might look for specific terms near one another; look for data related only to specified fields and, when needed, search on ranges of dates in date fields only. KLARS lets researchers modify search commands in order to expand or refine their search results. In addition, the system ranks the retrievals, listing first that record which has the greatest number of matches and presumably then, the greatest relevance to the search query put forth by the researcher.

Additional Contextual Helps

The vita records that form part of the KLARS data structure offer researchers additional contextual "handles" on the data. Although not directly linked through OCR'd text data to document images like the collection and set records are, these record types bring together related information that could clarify researchers'

understanding of a person's or organization's context. Such contextual help could lead researchers to consider other material and other intellectual connections within the collections.

PART ONE SUMMARY

- KLARS is a computerized information retrieval system being applied to archival information.

- The KLARS database stores document facsimiles as bit-mapped images and document contents and descriptive information as ASCII text. KLARS gives researchers access to electronic facsimiles of documents and enables them to do full-text searching on information in the database.

- The KLARS database is composed of images of documents and contextual or descriptive information on whole collections, groups of documents within collections, individuals and organizations important to the Adult and Continuing Education Research Collection, and a few broad subject areas important to the field of adult education.

- The KLARS data structure includes five record types: Collection record, Set record, Person vita, Organization vita, and Subject vita. Each record type contains a number of information fields related to that record type.

- KLARS has two modes of operation: search and document capture. In the search mode, users can search selected parts of the database using words related to the topic of inquiry. In the document capture mode, users create or modify the electronic text and image data that constitutes the database. Processors use both modes, but researchers only use the search mode.

- Archivists can use KLARS for improved document storage as well as improved patron service through the contextualization of information and access to groups of documents through full-text searching.

- Researchers have a powerful searching tool in KLARS. While still enabling researchers to browse document images, KLARS' full-text searching puts the power of computerized word searches into archival research. In addition, vita records offer researchers additional contextual "handles" both on the field of adult education and where useful data might be located in the material in the database.

PART TWO: KLARS HARDWARE AND SOFTWARE

The KLARS system is composed of several pieces of computer hardware and an integrated package of computer software. This system enables KLARS staff to engage in a variety of activities connected to the creation and maintenance of the database. Focusing on document capture work, this section provides a basic introduction to the following:

- The hardware or machines used in this mode
- The activities involved in document capture
- The "Windows," user-interface software program used in KLARS
- "Windows" features encountered in document capture
- Commonly used document capture procedures

KLARS HARDWARE

KLARS has several devices that enable processors to build and maintain the database. As Figure 6 indicates, the system hardware is divided into the front end and the back end.

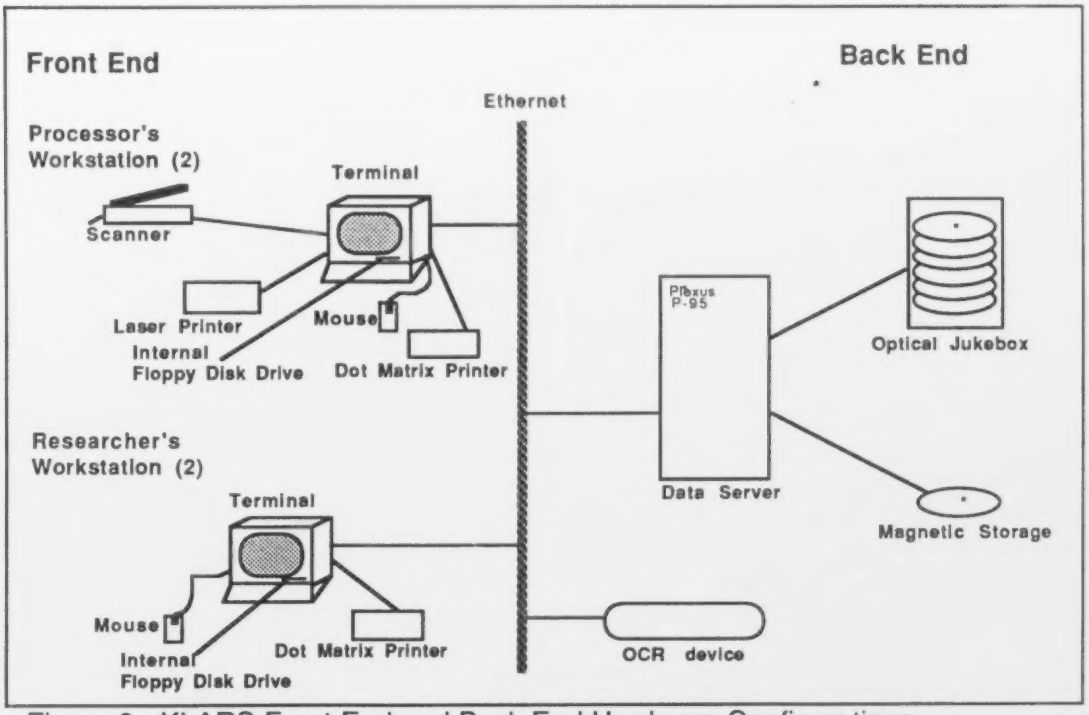


Figure 6: KLARS Front End and Back End Hardware Configurations

The front end and back end of KLARS communicate with one another over an ethernet network. Processors only need a basic understanding of back end functions of KLARS. On the other hand, they will need to be very familiar with the processes and software used in the front end of the system.

KLARS Back End Hardware

The "back end" is that portion of the system that houses the software and the data itself. It is under the system administrator's supervision. It includes the data server, the jukebox with optical disks, and the optical character recognition (OCR) device.

Figure 6 notes that the back end of KLARS is composed of the following elements:

- Data server - this is KLARS' main computer. It contains and runs the programs that process, index, and store ACSII text. It interacts with the optical jukebox to retrieve images.

- Optical jukebox - like the jukeboxes used to stack phonograph records, this device houses, manipulates, and reads the optical disks upon which images are stored.

- OCR device - this device is used to translate any printed number, letter, or symbol on a printed document into ASCII text - hence its name, optical character recognition (OCR) device.

KLARS Front End Hardware

Other devices belong to the "front end," that is, those parts of the system that processors and researchers use. The front end includes a workstation (a terminal, keyboard, and mouse) and peripheral devices. Processors' use a dot matrix printer, a scanner, and a laser printer. Researchers use only the workstation and a dot matrix printer. The difference in equipment at the two types of workstations is based on user need. Processors' need to use both document capture and search modes; researchers only need to use the search mode.

As noted in Figure 6, the front end hardware used at the processor's workstation consists of the following:

- A terminal - linked with the dataserver, processors see data displayed on the monitor and are able to enter, save, or revise files as well as to import work from floppy disks by using the internal disk drive visible on the front of the workstation computer.

NOTE: The internal disk drive is a high density drive. Disks used in a drive like this cannot be read in double-density drives.

- Keyboard - used in inputting data, as when filling in fields in a particular record, and editing text in record fields.

- Mouse - used for selecting, choosing a command, or setting an insertion point for text. This small, hand-held device rolls around on a flat surface next to the workstation. It controls an arrow shaped cursor on the workstation screen. This is the tool processors use to select files and execute commands.

- Scanner - used to create the bit-mapped images of documents. This device is linked to the workstation so that a processor can control scanner settings either manually or through the workstation computer. In creating the electronic facsimiles, a processor can adjust the scanner to the type of paper being scanned, the quality of type or photograph, and quality of the image that appears on the workstation monitor.

- Printers - the laser quality printer is used to produce prints of images and to print screens from the workstation. The dot matrix printer is used when draft-quality printouts of information are sufficient.

DOCUMENT CAPTURE - OVERVIEW OF THE WORK

Generally speaking, the document capture mode of KLARS requires that processors do a variety of tasks related to two forms of information: archival collection documents and information gathered by other researchers about people, organizations, or ideas related to adult education. Figure 7 shows the paths processors follow to incorporate these forms of data into the KLARS database as images and/or ASCII text. Information related to archival documents goes through several processes. The vita and subject-related information, which is generally prepared by people other than the processors, comes in ASCII text form and requires less system preparation.

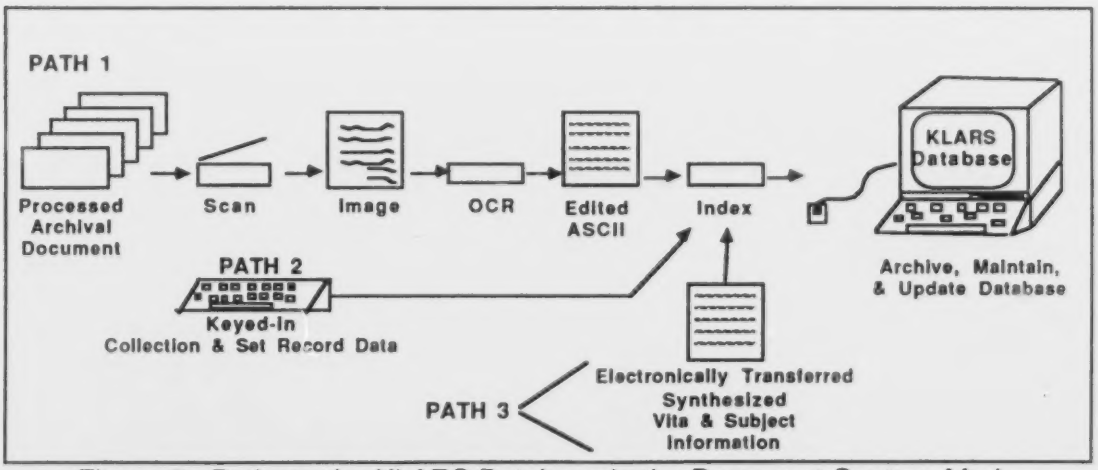
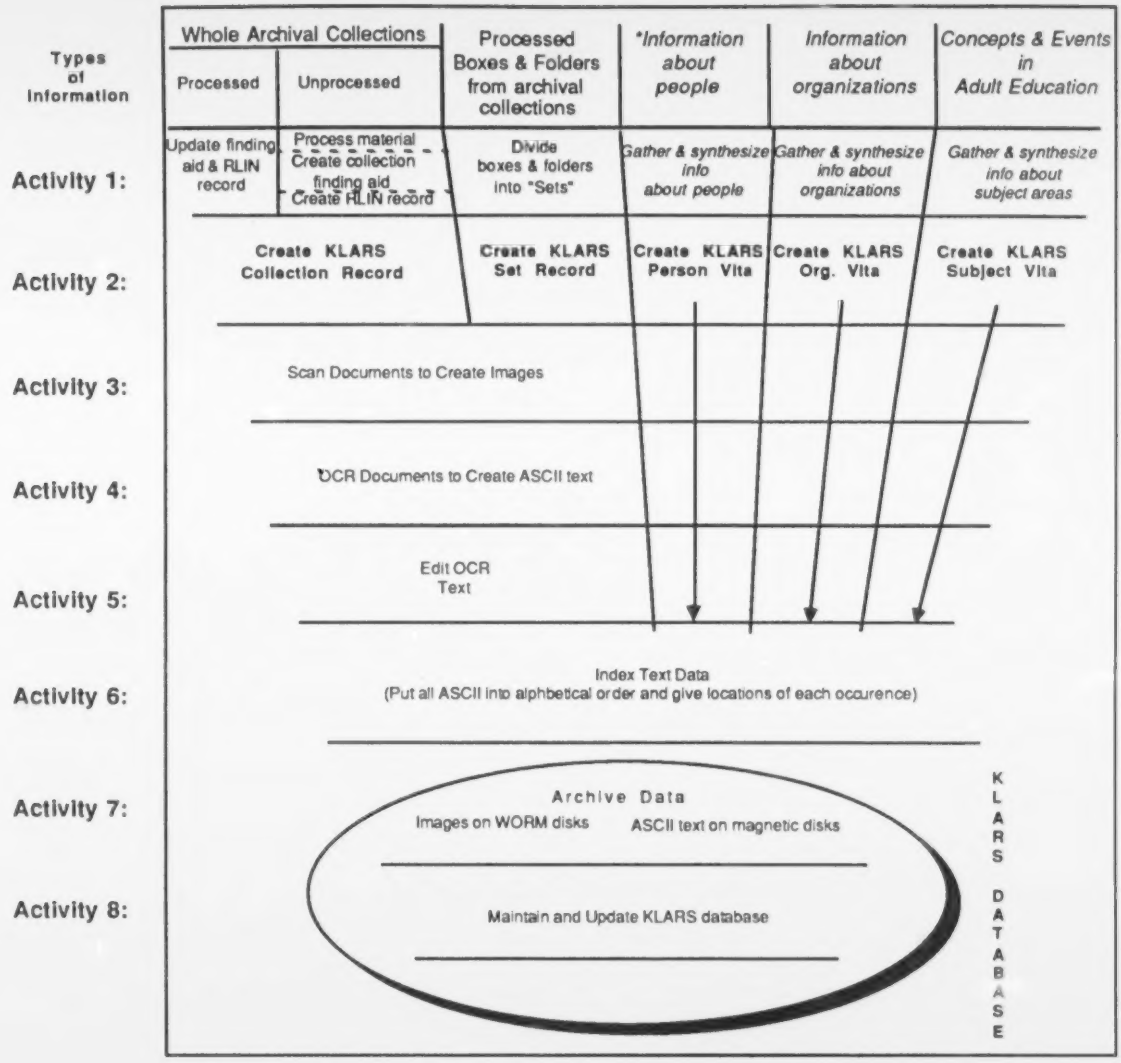


Figure 7: Paths to the KLARS Database in the Document Capture Mode

Figure 8 shows the eight major activities KLARS staff engage in when they prepare different kinds of information for KLARS entry, create KLARS records, and make the information available in an electronic form. These activities are:

- Activity 1: Process & catalog material
- Activity 2: Create KLARS records
- Activity 3: Scan
- Activity 4: OCR
- Activity 5: Edit
- Activity 6: Index
- Activity 7: Archive
- Activity 8: Maintain and update

Part Three of this document gives detailed descriptions of the record-specific guidelines, policies, and tasks related to each of these eight document capture activities.



* In general, italicized areas are not part of KLARS staff's responsibilities. They are the concern of the Adult Education Department, School of Education.

Figure 8: Major Document Capture Activities Processors Perform

Briefly, the eight activities involve the following:

Activity 1: Establishing order within the information. For unprocessed documents, this means finding the order that exists among the documents, writing finding aids, and creating RLIN records. For already processed material, that is, collections that were processed before the inception of the KLARS project, this activity may require that processors update the finding aid and the RLIN record.

This activity also involves grouping documents into "sets," the manageable chunks of electronic data researchers will browse or search through.

Information about people, organizations, etc., is prepared by people other than the processors. Those responsible for gathering and synthesizing this type of information will also be responsible for putting it into a format that can be downloaded directly into KLARS.

Activity 2) Creating KLARS records. During this activity, processors key in data that completes the record fields for each type of record, e.g., collection record or set record. KLARS staff electronically transfer or import person and organization vita record files and subject vitae files into the system.

Activity 3) Scanning documents to create images. As Figure 9 illustrates, this activity applies only to actual archival material and not to the vita material on people, organizations, or subjects. In scanning documents, processors use the workstation with the scanner to enhance or clean up the quality of a document image as well as adjust the scanner to the varying qualities of paper documents.

Activity 4) OCRing documents to create ASCII text of document contents. Again, this activity only applies to archival material that is suitable for OCRing. After processors designate what they want to OCR, they electronically send a list of those scanned images to the OCR machine for processing.

Activity 5) Editing OCR'd ASCII text. This activity only applies to archival material with text that has been OCR'd. Processors need to check the accuracy of ASCII text produced by the OCR machine against the bit-mapped images of original documents. Processors edit or correct ASCII text according to system policies and guidelines, which are different for each record type and document type.

Activity 6) Indexing material. This activity involves using KLARS' indexing software to sort all ASCII text (OCR'd document contents and information either keyed in or imported by processors) into alphabetical order and according to location. KLARS staff electronically send work to the indexer for processing after all editing has been completed.

Activity 7) Archiving the electronic information. This activity involves storing ASCII information in the KLARS database as "read-only" files, ones that can't be changed by users. Using the workstation, processors select material for this process and control the archiving process. Images are stored on optical disks in the jukebox. ASCII text is stored on magnetic disks in the data server.

Activity 8) Maintaining and updating KLARS database. Over time, processors may need to add, delete, or change information in the database. This activity involves activities 6 and 7 because all changes will have to be re-indexed and stored again.

INTRODUCING THE KLARS SOFTWARE

The KLARS workstation and software are designed to allow ease of use without having to know a lot of special key commands. KLARS uses a modified version of a software program called "Windows* " to interact with users. In general, KLARS displays information on the workstation screen inside rectangular areas or windows in which users perform particular database activities and tasks. Each window gives users access to all the commands and computer functions needed for that activity or task. For example, the document capture and search modes have separate windows or work areas, each with distinct command possibilities. The following list shows the system activities and their related tasks

.

NOTE: boldfaced activities are commonly done by processors; other activities listed are generally done by the system administrator.

ACTIVITY	TASKS
Login	Get on the system to work
Database Management	Add & delete databases
Device Management	Select peripheral devices for workstation
Document Capture	Scan & OCR documents; create records
Personal Options	Add & modify personal data e.g., password
Process Management	Start and stop system processes
Search	Search on indexed databases
Template Management	Create templates for text data
User Management	Assign access rights to users
Display Image	View electronic facsimiles of documents
Display Item	View ASCII text portions of database records
Use Notepad	Do word processing and save on floppy disk

Organizing Work on KLARS

KLARS uses a hierarchical file organization that has four possible levels. See Figure 9.

Directory: the highest organizational level in KLARS. It's the equivalent of a conventional file cabinet. This is where processors put all files related to a specific collection.

List: the second tier of organization in KLARS. It's like a drawer in the file cabinet. A list is the file processors create for a day's document capture work on a collection or on vitae.

---

* Windows is a trademark of the Microsoft Corporation.

Item: the third level of KLARS organization. It's like a folder in the file drawer in the cabinet. Items are the actual record and vita files processors create.

Component: the fourth and lowest level of KLARS organization. It's like the piece of paper in a folder in the drawer of the file cabinet. A component is one scanned document or image.

As Figure 9 shows, each level below that of the directory can have more than one file, but there is a hierarchical relationship of a component to an item to a list to a directory. A processor working on several collections will thus create a directory for each collection and organize all the document capture work related to a given collection in its own directory.

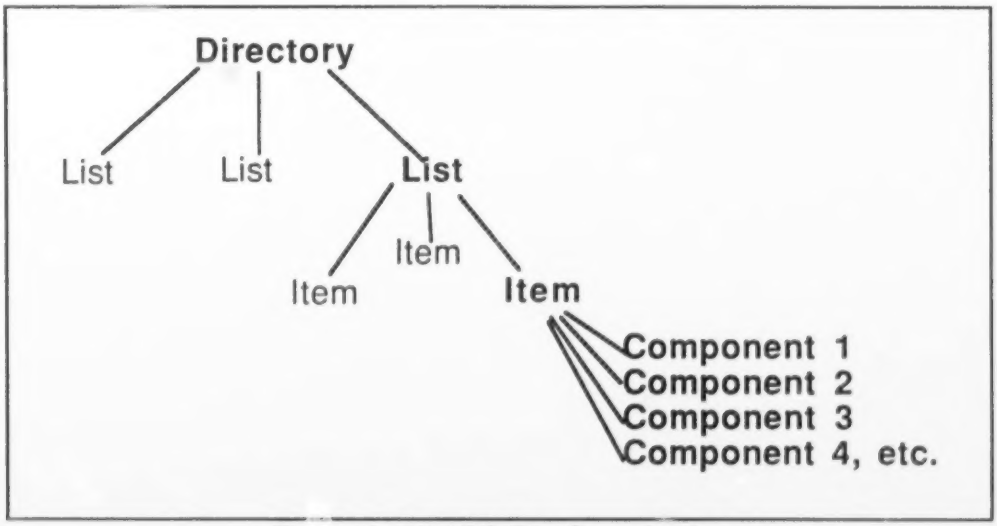


Figure 9: KLARS File Organization

KLARS "Windows"

The KLARS adapted version of "Windows" has several screen features that processors routinely encounter. Most of the windows share the following features:

- They can be opened (activated) and closed (put away).
- They can be made larger and smaller, that is, they can be sized to fit users' needs.
- More than one window can be open at a time.
- They can be moved around on the screen so that one window can be put next to, on top of, or behind other windows.

- They have built-in controls that let users select commands from command lists, click on special screen areas to execute commands, or scroll information up-and-down or side-to-side.

- Their highlighted names or titles help users know where they are in their files and cue users - through the use of highlighted text on the screen - to what part of the search results they are viewing.

Figures 10, 11, 12, and 13 point out these major features.

NOTE: Details of all KLARS menus and commands are in the Library Archive and Retrieval System Trainer's Reference Guide.

Bars and Menus

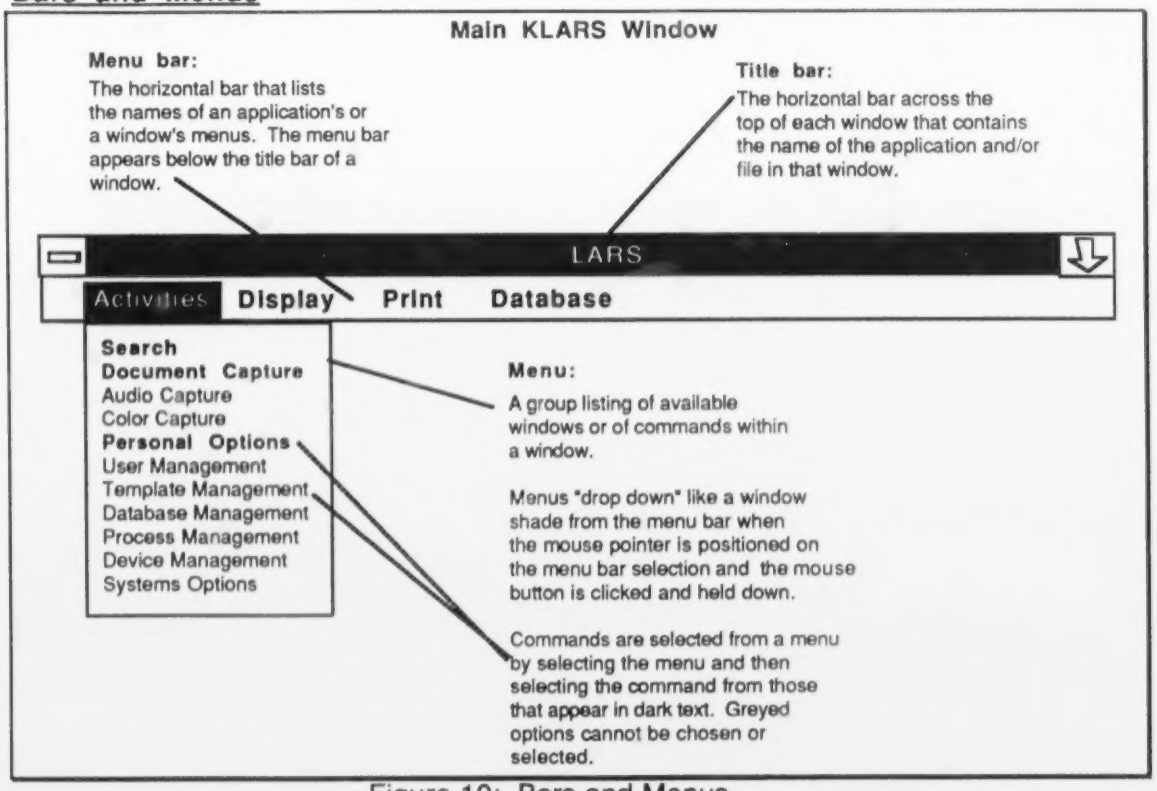

Main KLARS Window
Menu bar:
The horizontal bar that lists the names of an application's or a window's menus. The menu bar appears below the title bar of a window.
Title bar:
The horizontal bar across the top of each window that contains the name of the application and/or file in that window.
LARS
Activities
Display
Print
Database
Search
Document Capture
Audio Capture
Color Capture
Personal Options
User Management
Template Management
Database Management
Process Management
Device Management
Systems Options
Menu:
A group listing of available windows or of commands within a window.
Menus "drop down" like a window shade from the menu bar when the mouse pointer is positioned on the menu bar selection and the mouse button is clicked and held down.
Commands are selected from a menu by selecting the menu and then selecting the command from those that appear in dark text. Greyed options cannot be chosen or selected.

Figure 10: Bars and Menus

The windows associated with document capture, search, image display, item display, and the notepad will each have their own title bars, menu bars, and pull-down menus that control the activities within that workspace.

Dialog Boxes and Buttons

Some of KLARS' workspaces are places where the system asks for more information after a user has turned on the workstation or selected different commands. As Figure 11 shows, these types of areas are called dialog boxes because they enable system and user to exchange information.

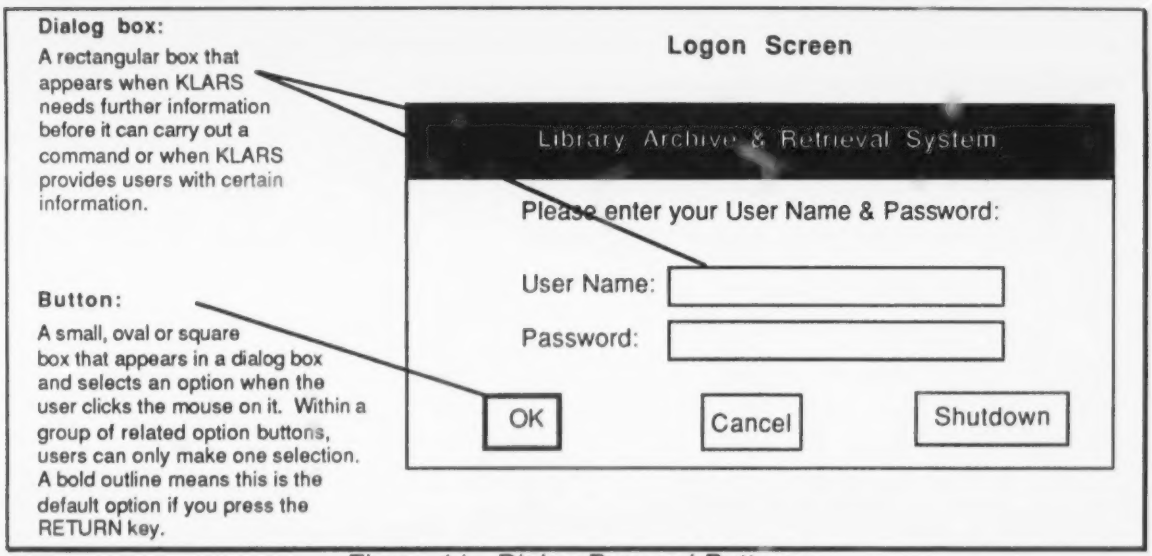

Dialog box:
A rectangular box that appears when KLARS needs further information before it can carry out a command or when KLARS provides users with certain information.
Button:
A small, oval or square box that appears in a dialog box and selects an option when the user clicks the mouse on it. Within a group of related option buttons, users can only make one selection. A bold outline means this is the default option if you press the RETURN key.
Logon Screen
Library Archive & Retrieval System
Please enter your User Name & Password:
User Name:
Password:
OK
Cancel
Shutdown

Figure 11: Dialog Box and Buttons

Dialog boxes and buttons appear in several of KLARS' workspaces. Using buttons and the mouse eliminate the need to memorize a raft of key commands. Once users tell the system what it needs to know to continue, the system closes a dialog box and returns users where they need to be.

Window Work Areas

To accommodate the variety of tasks done in the document capture and search modes, the window used in each of these modes are divided into multiple work areas. Figure 12 illustrates how the document capture window is partitioned into areas that deal with specific aspects of document capture like scanning, completing a record view (in the text template area), and organizing work into directories, lists, and components. Figure 13 illustrates how the search window is partitioned for search related tasks. Both windows display directory, list, item, and component organization in the lower half of the window. The top halves are devoted to the different kinds of tasks available in that mode.

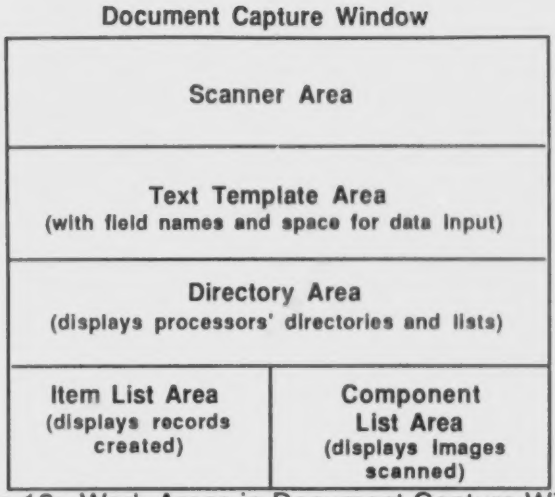


Figure 12: Work Areas in Document Capture Window

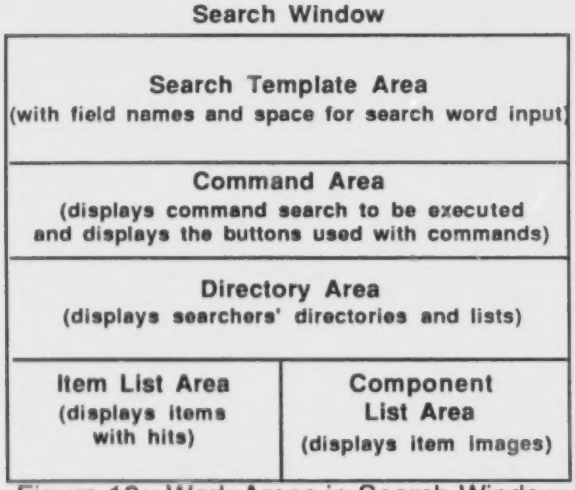

Search Window
Search Template Area
(with field names and space for search word input)
Command Area
(displays command search to be executed and displays the buttons used with commands)
Directory Area
(displays searchers' directories and lists)
Item List Area
(displays items with hits)
Component List Area
(displays item images)

Figure 13: Work Areas in Search Window

Manipulating KLARS Windows

Opening and Closing Windows

All KLARS windows can be opened and closed. Some are opened and closed using a "toggle switch" on the menu bars. Processors "open" a window by selecting the window name and close it by selecting the same menu item again. This results in switching the window to "close." Others open and close by selecting a picture called an icon and clicking the mouse on a close button or arrow that is part of the opened window.

Multiple Windows

Processor may have one to four windows open at a time. Each time they open a new window, it appears on the screen, next to existing windows, partially overlapping them, or completely hiding them as illustrated in Figure 14.

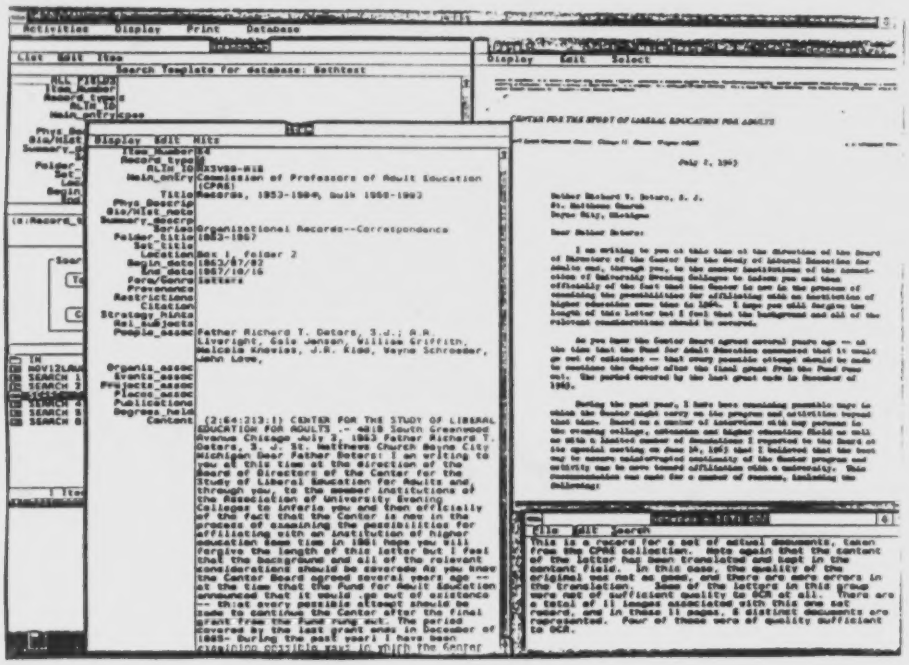


Figure 14: Multiple Windows Open in KLARS

Overlapping windows have top-to-bottom ordering. It's as though a user had a loose pile of papers on his or her desk, some on top of others and one clearly on top.

The window on top has a dark title bar and is called the *active window*. A user can bring any window to the top and make it the active window just by placing the pointer anywhere on it (even just an edge that's sticking out behind another window) and clicking the mouse button. Users can also bring an inactive window to the front by selecting it from a menu.

Moving Windows

Processors can move a window around on the KLARS screen by positioning the pointer over the title bar, pressing and holding the mouse button, and sliding the mouse in the direction they want to move the window. A flickering outline of the window follows the pointer around. When they let go of the mouse button, the window jumps to the new location as in Figure 15.

Figure 15: Moving Windows in KLARS

Changing the Size of Windows

The ↘ pointer gives processors control over the size of a window. They can make windows narrower or wider, taller or shorter, or change both the height and width simultaneously. See Figure 16.

Figure 16: Resizing Windows in KLARS

Icons

An icon is a picture that represents an object or concept. KLARS uses icons in a number of ways:

- To identify software applications that run on the system

KLARS application

Notepad application

- To differentiate between types of processor files

Directory

List

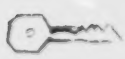
- To show the status of a system file

Item indexed

Item not indexed

Indexing failure

Component scanned



Record archived

Text in the image has been OCR'd and can be searched through the OCR field in the text template area on the search screen.

Pointers

The mouse pointer or arrow cursor changes shape, depending on three factors:

- The process the computer is performing

These two pointers appear when the workstation and the data server are "talking" to each other.

This pointer appears when the system is retrieving images.

These pointers appear when the system is taking time to perform a process.

Several of these cursors appear only momentarily on the screen to indicate that the system is processing a command.

- Where processors position the pointer on the screen

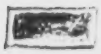
The arrow pointer is visible when users move the mouse within a window in order to select things like menu options, files, or windows.

The double-arrow pointer appears at the outer edge of windows and allows users to change the size of windows.

The blinking, I-beam pointer appears when users position the mouse in a location where typing is permitted — the notepad window, next to field names in the text template, or in a dialog box.

- What scanning tool processors select

The cross-hair pointer appears when "rectangle" is chosen from the Select menu in the image window.



The eraser pointer appears when "erase" is chosen from the Select menu in the image window.

COMMONLY USED DOCUMENT CAPTURE PROCEDURES

The document capture mode involves several procedures. In doing many of the activities involved in this mode, processors will frequently use combinations of procedures. The material in this section provides a general overview of commonly used procedures and vocabulary which often cut across record types. Specific "how to's" can be found in the separate Processors' Job Aid document.

Using the Mouse

The KLARS mouse has three buttons. Only the left-hand button is active. Processors use the mouse in several different ways. Basic mouse techniques include clicking, dragging, double-clicking, pointing, and scrolling.

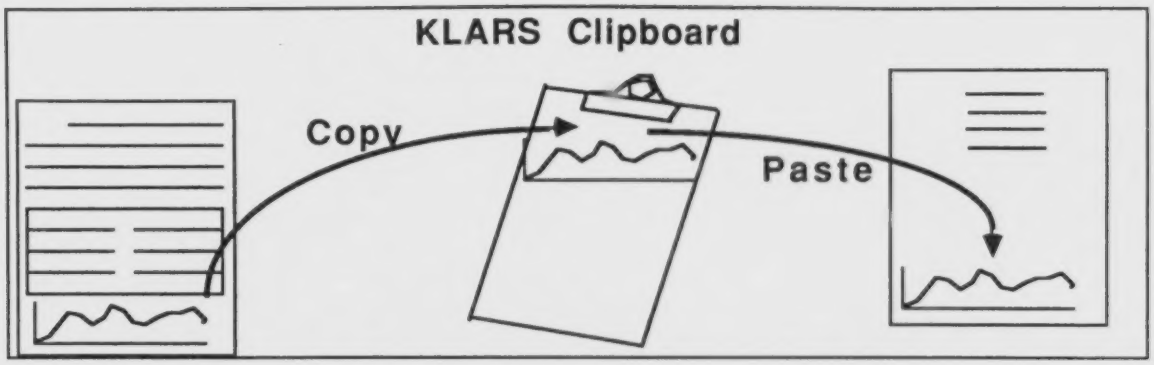
Working with Text on the Workstation Screen

Processors do their own keyboarding for the completion of record views. To change or edit text, processors would use the mouse to highlight the text they wanted to change and then choose one of the following operations from the menus controlling the window they are working in:

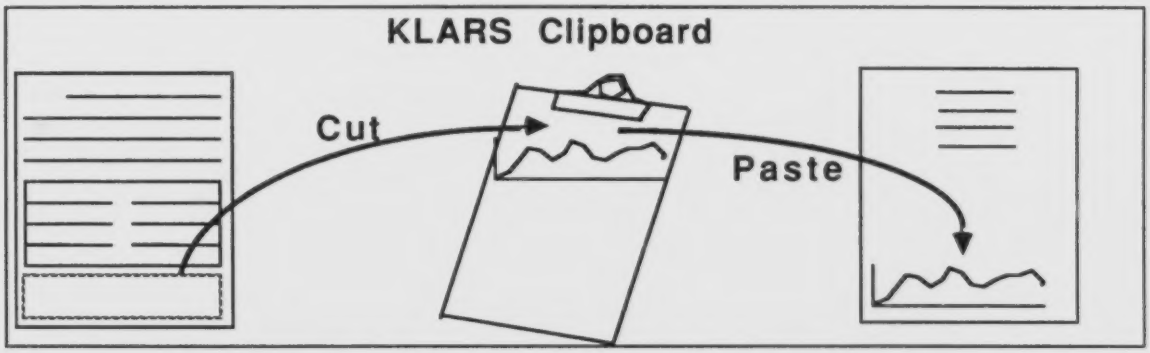
- Delete - to get rid of the text that is highlighted
- Undo - to reverse the most recent editing action
- Move - to change the directory location of a list and all of its components

Three related editing procedures used in document capture are "cut", "paste," and "copy." Each of these is related to another software feature called the "clipboard." The clipboard is a special electronic space in the computer's memory. It is used as a temporary holding spot for text processors want to move from one part of a file to another. Text is moved with a combination of these commands:

- Copy: *to duplicate* a selected sequence of text and place it temporarily on the clipboard

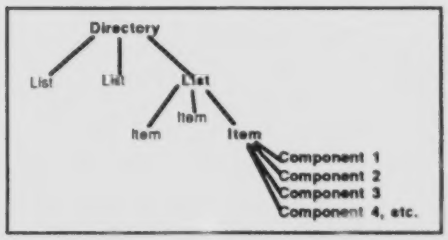


- Cut: *to remove* a selected sequence of text and place it temporarily on the clipboard



- Paste: Cut or copied text is taken off the clipboard using the "paste" command *to place* it at the desired place in a text file. The clipboard only holds the text from the last editing command.

<u>Moving Within and Among Different Windows</u>
Because operations like scanning images or editing OCR text require the use of more than one window at the same time, processors will need to become comfortable using the mouse pointer, window menu bars, and moving or sizing the windows to make the best use of the workstation screen and efficient execution of procedures.



<u>Naming and Managing Directories and Lists</u>
Processors need to organize their work in a way that they or others can easily find needed information. Each phase of document capture for each record type will entail file management such as:

- following naming conventions set for each record type
- duplicating files if necessary

- renaming work files if necessary
- doing work file "housekeeping" by deleting unnecessary files, merging related files, and moving files to more appropriate directories or lists.
- sending files for OCRing or indexing or to another staff person
- reordering work files by name, creator, or time

Saving

Processors make sure that their work is secure in KLARS by routinely saving their work on the system, that is storing a file, changes to a file on the system, or scanner settings. KLARS has SAVE options on appropriate menus or in button form. It also offers a "silent save" or automatic save option when scanning materials.

Scanning and Scanning Clean-Up

This aspect of document capture involves both scanning documents in the document capture window and then cleaning up the image after seeing how it looks in the image window. The scanner pull-down menu in the document capture window lets processors adjust the scanner to the particular characteristics of the paper document being scanned, e.g., page size, paper color, print quality, amount of visual "noise" or stray marks, etc. In addition, the image window pull-down edit menu lets processors clean up the image further by erasing extraneous marks picked up in the scanning or by editing the amount of white space included in the image.

OCRing and Indexing

Both of these activities involve devices that operate automatically or that are under the supervision of the system administrator. Processors prepare data for both of these activities and then electronically "send" the data to the appropriate device. This preparation may involve alerting the OCR device to special page format requirements (columns, etc.) to which the device needs to adjust in order to produce usable OCR output. Upon receiving work lists, the OCR machine and the indexer in the data server organize work in a processing que. When these processes have been completed, the lists are returned to the processors' IN directories, their system mailbox.

OCR Editing

Processors edit ASCII text. The OCR device may incorrectly define a character or may not be able to recognize one. It will leave a question mark (?) in place of the character. Depending on the OCRing editing policy for the type of record, these markers may have to be taken out.

Cloning

Sometimes processors may have a document that contains both text and a photo. The scanner may not handle both equally well, so KLARS enables the processors to make a replica, or clone, of part or all of the image for separate scanning. The processors put the best scans back together in the final image.

PART TWO SUMMARY

Hardware

- KLARS hardware has a "front end" and a "back end." The front end includes: a terminal, keyboard, mouse, scanner, laser printer, and dot matrix printer. The back end includes the data server, optical jukebox, and the OCR device.

- Processors use the front end devices. They use the back end equipment indirectly when OCRing and indexing files.

Document Capture Overview

- Document capture deals with two forms of information for inclusion in the system's database: archival collection documents and synthesized information about people, organizations, or ideas related to adult education.

- The document capture mode could involve as many as eight activities: 1) establishing order within the information; 2) creating KLARS records; 3) scanning documents to create images; 4) OCRing documents to create ASCII text of document contents; 5) editing OCR'd ASCII text; 6) indexing material; 7) archiving the electronic information; and 8) maintaining and updating the KLARS database.

- Processors follow different document capture sequences for different record types.

KLARS "Windows" Software

- KLARS uses a software program called "Windows" that organizes user activities into separate screen workspaces called "windows" and "dialog boxes."

- The system organizes users' work in a hierarchical structure: Directories contain lists which contain items which contain components.

- KLARS "Windows" have a number of features processors will use regularly, several of which are found in major windows like document capture, search, notepad, item, and image windows. These features are: [put in a screen with items identified]

- KLARS uses several different icons for different purposes. They identity an application, show the status of a file (e.g., indexed or archived), or distinguish file types (e.g., directory or list).

- KLARS uses several different pointers or cursors, e.g., a folder, an hourglass, a workstation. While the arrow cursor is usually seen on the workstation

monitor, several of these other cursors appear only momentarily to indicate that the system is processing a command.

- With the exception of the document capture and the search windows, processors can move and resize KLARS windows to suit their work needs.

Commonly Used Document Capture Procedures

- Processors will use the mouse to do things like press screen buttons, display menus, select items and components for display, and move windows, among other things. Basic mouse techniques include clicking, dragging, double-clicking, pointing, and scrolling.

- Working with text in document capture includes editing text as well as entering text. Delete, move, undo, copy, paste, and cut commands are common editing techniques.

- Sometimes processors will need to have several windows open at the same time. KLARS enables them to move and resize windows on the workstation screen.

- Naming and managing directories and lists is a routine procedure. Each record type has its own naming conventions. Management tasks include duplicating files; renaming work; reordering, deleting, merging, or moving files; and sending files to other staff or to the OCR and indexing devices.

- The save procedure stores a file or changes to a file in the system. Most "saves" are done using a menu command from the window menu options. During scanning, however, processors can elect to use a "silent save" process that automatically saves each image.

- Scanning and scanning clean-up require that staff adjust the scanner to the physical characteristics of a document and then assess and adjust the quality of the electronic facsimile using editing commands available in the image window.

- OCRing and indexing are processes completed by equipment in the back end of KLARS. Processors use document capture commands to send work files to be OCR'd or indexed. Processed work files are returned to the staff person's IN Directory on the system.

- OCR editing is the correction of ASCII text. Different record types have different OCR editing policies. Staff match the document image with the ASCII text version as they remove OCR markers (?) resulting from the machine not being to "read" the original document.

- Cloning is creating a duplicate image or part of an image. This procedure gives processors another tool for image enhancement.

PART THREE: COLLECTION PROCESSING

This section of the manual describes the purpose, concepts, and terms — or general archival principles — for physically processing documents in the Arents Library at Syracuse University. It also discusses cataloging the finished collections into the Research Libraries Information Network (RLIN) database.

ARCHIVAL PROCESSING OVERVIEW

Why Do We Process Collections in the Ways We Do?

The purpose of processing collections is to establish intellectual control over documents so they can be used repeatedly and returned to their original order. Processing involves a sequence of activities designed to facilitate the use of archives and manuscripts by diverse researchers. It generally includes arranging, describing, and preserving archive and manuscript materials.

What are the Differences Between Archives and Manuscripts?
The terms "archives" and "manuscripts" are not quite interchangeable although they are used that way from time to time. The basic distinctions are these:

Archives are the non-current records of an organization or institution preserved for their continuing value.

Manuscripts can be
- Groups of personal papers with organic unity
- Artificial collections of documents acquired from various sources according to a plan (as in a collection of autographs)
- Individual documents acquired because of special importance

In the Arents Library, the only records kept as archives, with their own records management procedures, are those generated by Syracuse University. All other archival-type materials are housed under the manuscripts division. Because large subject collections, such as the Adult and Continuing Education Research Collection, incorporate both types of material, the policy in the Arents Library has been to combine the arrangement and descriptive formats into a single, uniform methodology.

What Makes Material Important?
In general, with archival material, the importance of a document depends upon its context or provenance as much if not more than on the contents of the document. Provenance refers to the "office of origin", that office, person, or administrative entity that created or received and accumulated the records in the conduct of its business. Because the relationships among material in a given context is so important, the files of one records creator must not be mingled with those of another.

Collections of manuscripts are often received without the advantage of an organizational structure imposed upon them. It is important to recognize that the "original integral order", even if it appears irrational or illogical, lends a context to a document that is lost if an artificial order is imposed by a processor. Consequently, by preserving the original integral order of a collection during processing, processors are in effect, preserving one of the most important aspects of archival collections, their context or provenance.

Provenance can also refer to the information on successive transfers of ownership or custody of documents, but this is more an historical rather than an intellectual control issue. The "Provenance" field in the KLARS template is for just this sort of information.

Arranging Collections

"Arrangement" is a process of grouping individual documents into meaningful units and of grouping such units into meaningful relation to one another. The "meaning" comes from the functional relationships of the documents rather than their subject contents. Arranging a collection involves sorting and catagorizing with the goal of showing the significance of the records.

The basic groupings, starting with the largest, are as follows:

Collection -- materials collected for research from sources unrelated to the repository

Record group -- records of a creating organization, or major functional divisions within collections.

Series -- the next level of documents related by creation, activity, use, or form. Series within a record group might be, for example, correspondence, minutes, and travel files. Series vary considerably from collection to collection. In smaller collections record groups and series are often the same.

Folder or file unit -- units into which individual documents are grouped. With correspondence, for example, a folder might be a span of dates, Feb.-Mar. 1959.

Document -- an individual record or paper of one or more pages.

The process of arranging materials also includes packing, labelling, and shelving. It is intended to achieve physical or administrative control as well as a basic identification of the holdings.

Describing Collections

"Description" is a means by which processors make known the information imbedded in records. It is a necessary adjunct to arrangement. It maintains control over records through finding aids, which give essential information about, general knowledge of the information in, and knowledge of the location of records. Traditionally, a "Register" is used for manuscripts and an "Inventory" for an archival collection. The former is often more detailed than the latter. The Arents Library uses elements of both and uses the term "finding aid". KLARS staff use the terms finding aid and inventory interchangeably.

Processors build these inventories by using worksheets and accession checklists to both maintain a minimal control during arrangement and to collect data for a thorough description of the materials.

The elements of a good finding aid are as follows:

1. *Introduction* -- an overview of the contents, provenance, research strengths, and any information on restrictions.

2. *Biographical/Historical Sketch* -- either an outline or narrative of the principal events during the period encompassed by the collection, with appropriate background data (such as the birthplace and birthdate of an individual if the collection is of his/her papers).

3. *Scope/Content Note* -- a lengthy paragraph on the strengths, weaknesses, and gaps in the entire collection; including types of material, dates (inclusive and bulk), and important divisions or subjects.

4. *Series Description* -- this describes the arrangement of the collection, listing series in order with the following information: inclusive dates, quantity, main types of material, arrangement, and principle subjects.

5. *Container Listing* (box and folder headings) -- a detailed table of contents providing content and filing order information at the subseries and folder level.

6. *Special Record Material* -- these include scrapbooks, diaries, account books, discrete printed items, still pictures, maps, sound recordings, microforms, motion pictures, and machine readable records. Depending on their volume, these are usually handled individually with special housing or descriptions.

At the Arents Library, when a first draft of a finding aid is complete, it is revised and edited by the manuscripts processing supervisor and/or a manuscripts librarian.

Another local procedure in the descriptive process is the creation of a "names file." This file indicates the names of either significant individuals represented in the files or the names of those individuals significantly represented. Those staff processing a collection place important names on index cards to be filed above rod in the Names Index portion of the Card File in the Arents Reading Room.

Where can Processors get Help with Processing Questions?

Processors can get more detailed processing explanations and guidelines from the "Hensen Manual" and from a couple of booklets from the Society of American Archivists (SAA) Basic Manual Series. The most helpful references are:

Hensen, Steven L. *Archives, Personal Papers, and Manuscripts: a Cataloging Manual for Archival Repositories, Historical Societies, and Manuscripts Libraries*, 2nd edition. Chicago: SAA, 1989.

Gracy, David B., *Archives & Manuscripts: Arrangement and Description* Basic manual Series, Chicago: SAA, 1977.

Inventories and Registers: A Handbook of Techniques and Examples, a Report of the Committee on Finding Aids, Chicago: SAA, 1976.

Schellenberg, T.R., *Modern Archives* Chicago: University of Chicago Press, 1956.

Duckett, Kenneth W., *Modern Manuscripts*. Nashville, TN: American Association for State and Local History, 1980.

CATALOGING: CREATING A RLIN RECORD

An important task of the KLARS processor is to create a catalog record for each processed collection in the national database called the Research Libraries Information Network (RLIN). RLIN is an automated information retrieval system. Its purpose is to provide rapid, comprehensive access to bibliographic materials and authority information in a standardized, machine-readable format, stored in an on-line database. It acts as several different things:

- an automated card catalog
- a resource for cataloging copy
- a union catalog
- a collection development tool
- an order/in-process file
- a preservation record
- a reference source

A RLIN record, its constituent parts, and some of the specialized terms are explained in this section. What processors need to do to create or update a RLIN record is also briefly described. This manual does not, however, cover the particulars of creating a RLIN or updating a RLIN record. KLARS processors will need to consult the librarian responsible for these tasks at Bird Library.

Why a RLIN Record is Important to the KLARS Database

Because RLIN records are the basis for the KLARS Collection Records, a rich RLIN record provides better material for users searching collection records in KLARS. In addition, RLIN records provide reciprocal links between a local and a national database. Processors help KLARS and RLIN users with

- Search strategies
- The kinds of information in the record
- Links with other collections
- Material overlaps
- Dominant subject areas
- Significant "see alsos"

The scope notes or summary description fields also provide users with words and subjects for searching.

What do Processors Need to Know About RLIN?

To work successfully with RLIN, processors need to understand these basic aspects of RLIN:

Machine-Readable Records -- The structure of a computerized record is different from that of a traditional card catalog. Each record is divided into discrete parts called fields. A field-based format organization allows the computer to recognize and handle the information it contains. The oldest and most generally used are the USMARC formats developed by the Library of Congress.

Field Structure -- the "value" of a field is the actual information it contains, though values vary from record to record. Figure 17 shows how each RLIN field is identified with a standard numeric or mnemonic tag that tells the system what type of information it contains.

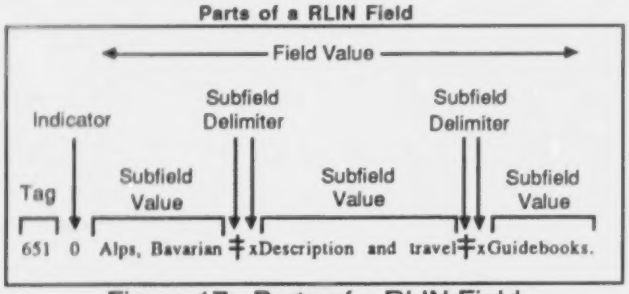


Figure 17: Parts of a RLIN Field

The indicator is the code for the authority source processors used. The subfield value refers to the main entry or other descriptive information. The subfield delimiters refer to the markers separating and defining subfields.

Figure 18 illustrates the types of information processors would find or put into RLIN'S broad numeric fields.

Control fields	--	contain data in coded form concerning the record itself.
1XX fields	--	contain what libraries call main entries. The main entry can be a name of a person or corporate body responsible for the creation of the collection, series, or item.
2XX fields	--	contain the title statement. The title can be a collection title, series title, item title, or generic title.
3XX fields	--	contain the physical description of the material being described. This includes quantity, number and type of items, medium, and arrangement.
5XX fields	--	contain notes, including biographical or historical narrative; collection, series, or item description; administrative histories; provenance notes; and information on finding aids.
6XX fields	--	contain subject entries and other added entries. These subjects should come from standardized lists. National lists such as the *Library of Congress Subject Headings* and/or local lists may be used.
7XX fields	--	contain added entries, which are access points in addition to primary creator, title, or subject.
8XX fields	--	contain information about the repository.

Figure 18: Contents of Broad RLIN Numeric Fields

As processors sort and arrange material, it is important that they keep the RLIN record needs in mind and make notes accordingly for areas such as the subject field, scope note, and historical/biographical note field.

Files -- the RLIN database is also divided into different files based on the type of material being described, such as books, archives and manuscripts, machine-readable data files, maps, music scores, serials, sound recordings, visual materials, and authority information. Records within each file have fields that describe the particular type of material represented. For processed collections, the inventories have descriptive notes that can also be used in the RLIN fields for scope notes and for biographical or organizational sketches.

Indexes -- The RLIN system has indexes processors can use to find a record or records in the database. By specifying an index and giving the desired value, they can retrieve records in the files being searched that contain those values. Authority

lists are particularly important to utilizing RLIN indexes, either for searching or in creating an RLIN record.

To establish authority over names, the processor must verify proper names against Library of Congress (LC), OCLC, or RLIN authority lists. Processors may need to create an original entry if the names do not appear in the above lists, using common appearance and common sense for the preferred form. Again, while processing materials, it is important that KLARS look for and list related subjects or topical areas in their working notes on a collection. This information will then be readily available for use in a collection's RLIN in the event that there is no relevant heading in the Library of Congress Subject Headings.

Displays and Display Formats -- a RLIN user may want to see only some of the bibliographic, system-related, or technical processing information in a record. The system can be asked to display any of three formats:

a) The partial display gives a partial summary of bibliographic and technical processing data;

b) The full display gives the entire record;

c) The long display gives the record without the tags and closely resembles a catalog card. It is the easiest to read for those simply doing searching.

NOTE: KLARS processors need the full display in order to create and update records because they need to see the numeric tags.

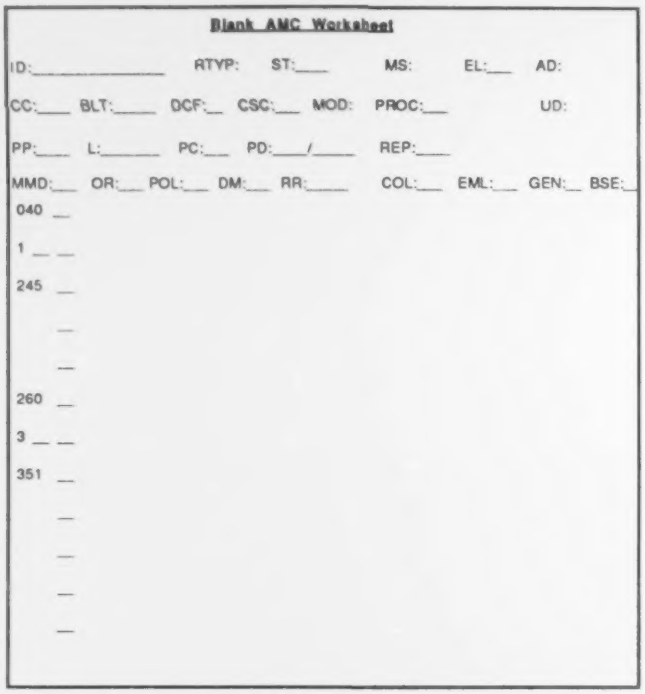
Interactive Commands -- RLIN is driven by commands and responses. Commands are precisely defined words that tell the system what to do. Based on the results of one command, a user can ask the system to perform another task, and so on. Most command words are shortened to three-letter abbreviations (e.g. "dis" = display). Processors should consult the RLIN manual or librarian responsible for RLIN records for a summary of the RLIN keyboard commands.

Functions -- The Arents Library has different RLIN account numbers that give users access to various on-line RLIN functions, such as cataloging, searching, and updating. Processors need to decide what function they want to use before they begin and check that the account number they're using allows them to do what they want to do.

Creating a RLIN Record

Processors creating RLIN records need to complete a set of AMC Worksheets (Archival and Manuscript Control Worksheets — see Figure 19) for the collections they intend to catalog on RLIN. These worksheets correspond to the information

required by the RLIN system. Blank worksheets are available from the manuscripts librarian overseeing RLIN in Bird Library.



Blank AMC Worksheet

ID:_____ RTYP: ST:___ MS: EL:___ AD:

CC:___ BLT:____ DCF:__ CSC:__ MOD: PROC:___ UD:

PP:___ L:_____ PC:__ PD:___/____ REP:____

MMD:__ OR:__ POL:__ DM:__ RR:____ COL:__ EML:__ GEN:__ BSE:__

040 __

1 __ __

245 __

__

__

260 __

3 __ __

351 __

__

__

__

__

Figure 19: RLIN AMC Record Worksheet

As was mentioned earlier, this manual does not contain detailed directions on how to complete these forms or how to enter data. In addition to the help the manuscripts librarian can give, processors can consult the green tab section of the RLIN manual for assistance in completing the worksheets and entering the data. For updates and changes to RLIN standards processors can consult documentation kept on the shelf next to the RLIN terminal on the 6th floor in the Arents Library or the copies kept in the optical disk room.

When the AMC Worksheets are completed for a collection, the processing supervisor will review them with these questions in mind:

- Is the record complete?
- Is it accurate, that is, does it match what's in the collection inventory?
- Has the authority work been done?

It is not uncommon for RLIN worksheets to go through a series of revisions before final entry on the RLIN system.

Updating RLIN Records

RLIN records can be updated at any time. To update an existing record, a processor should follow the same steps for creating a record. Processors do another AMC Worksheet in which they complete ONLY those fields that are to be updated. Again, the processing supervisor should review suggested changes that are substantive in nature.

Maintaining Arents Records on RLIN Work

After a record is created or updated, processors put the RLIN record number in the "red book" kept in the Arents Library on the 6th floor of Bird Library and file the AMC Worksheet in the appropriate collection file in the KLARS room.

PART THREE SUMMARY

- The purpose of processing archival material is to establish intellectual control over the material.
- The Arents Library arranges and describes all archives and manuscripts, with the exception of the university's own records, according to a single, uniform methodology.
- Context, or provenance, is important to establishing and preserving the original integral order of a collection.
- Arranging a collection is a process of grouping individual documents into meaningful units and of grouping such units into meaningful relation to one another according to this order: Document, Folder, Series, Record Group, and Collection.
- Describing a collection is a process of creating an inventory that makes known the information embedded in the records.
- Archival collections across the country are cataloged on an electronic database called the Research Libraries Information Network (RLIN).
- RLIN has several features KLARS processors will use in either creating an RLIN record for a collection or in updating existing records: machine readable records, fields with differing information values, file structure based on material type, indexes, flexible display formats, interactive commands, and a choice of system functions dependent on the type of work to be done.
- RLIN records are the principal information source for the KLARS Collection Records and so are an important part of KLARS processing.

- Processors complete AMC Worksheets for each RLIN record created or updated, and the processing supervisor reviews them before processors enter data on the RLIN terminal.

- The basic RLIN Checklist for KLARS processors is as follows:

√ 1. As physical material is processed, notes are made for for use in completing the AMC worksheets, especially information on related subjects, people, and topical areas.
√ 2. For processed collections, the inventories are consulted for descriptive notes that can be used in RLIN fields.
√ 3. Names are verified for authority control.
√ 4. AMC worksheets are completed.
√ 5. AMC worksheets are reviewed by processing supervisor and revised
√ 6. Data is entered into RLIN database.
√ 7. RLIN # assigned to the new record is logged in the "Red Book" in the Arents Library on the 6th floor of Bird Library.
√ 8. AMC worksheet(s) are filed in appropriate collection file in the KLARS room.

PART FOUR: PREPARING DATA FOR AND ENTERING DATA INTO THE KLARS DATA BASE

This portion of the manual deals with preparing and entering data for the five record types used in KLARS: Collection Records, Set Records, Person Vitae, Organization Vitae, and Subject Vitae. For each record type, the following topics are discussed:

- How to document KLARS work for library and KLARS statistics
- Arents and KLARS Forms
- Information on the record types
- Authority sources
- Guidelines and conventions for entering data into the fields used in each record type
- Scanning and OCRing policies
- Editing policies

COLLECTION RECORDS

A Collection Record includes information about a collection as a whole. Much of the information in a Collection Record comes from the RLIN (Research Libraries Information Network) record for each collection, but some supplementary data is prepared by processors and recorded on a Collection Input form. The images associated with this record type are made from the collection inventory or finding aid.

Documenting Collection Record Work

The KLARS staff cooperate with the Arents public service staff by documenting work and reporting the status of collections included in the KLARS database.

Documenting the status of Special Collections in Arents Library is necessary for several reasons. Status information provides details on the size of collections. It also helps track the work that has been done on collections, for example:

- If a collection has been processed or what stage of processing it's in
- If a finding aid has been produced
- If an RLIN record has been created

The information required to track the status of KLARS work provides data on the time required for preparing material for input onto the system and which collections have been scanned into the database. KLARS processors will use three forms to record and report the collection-level work they do:

- The Archives/Manuscript Statistics Form (white)

- The KLARS Processing Status Form (blue)
- The KLARS Collection Input Form (green)

Arents Archives/Manuscript Statistics Form

Arents maintains the Archives/Manuscripts Statistics form for each collection (see Figure 20). The form acts as a record of what has been done with a collection and what is being done.

ARCHIVES/MANUSCRIPTS STATISTICS

COLLECTION	EXTENT (unprocessed)		
	Began	Completed	Person(s)
Accessioning			
Surveying			
Identification/verification			
Transcription audio tapes, illegibles			
Preservation (re-foldering, staple and paperclip removal)			
Photographic preservation			
Authority work			
Generation of name index cards			
RLIN upgrade			
RLIN create			
Preparation of inventory draft			
Inventory draft (revisions)			
Name index filing and revision			
Inventory collation/distribution			
Preparation for scanning			
Creation of collection-level record			
Creation of set-level record			
Transfer to other departments			
Linear footage (processed)			

lmd 3/90 (0058F)

Figure 20: Arents Archives/Manuscript Statistics Form

This form, which KLARS staff update monthly, records when collection processing began, what steps were accomplished in a given month, who did them, and the date each step was completed. The forms are used by Arents public service staff who

need to inform the public of the status of collections as well as by staff preparing administrative reports. Blank forms are kept in the Kellogg Optical Disk Room in the basement of Bird Library.

KLARS Processing Status Form

The KLARS Processing Status Form (commonly known as the blue form) is used to gauge the progress made in processing both a collection inventory and collection documents for inclusion in the KLARS database. The form only deals with KLARS related tasks (see Figure 21).

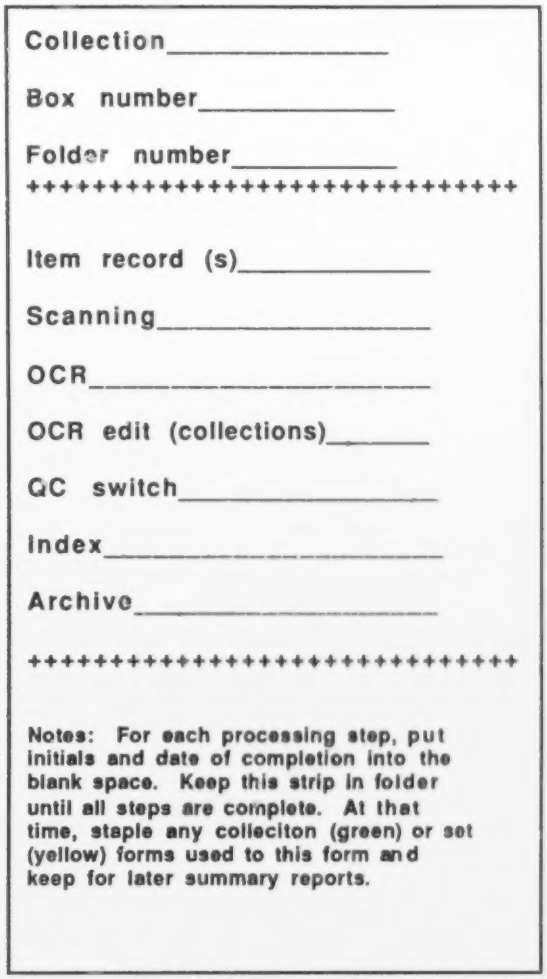

Collection_____
Box number_____
Folder number_____
++++++++++++++++++++++++++++++
Item record (s)_____
Scanning_____
OCR_____
OCR edit (collections)_____
QC switch_____
Index_____
Archive_____
++++++++++++++++++++++++++++++
Notes: For each processing step, put initials and date of completion into the blank space. Keep this strip in folder until all steps are complete. At that time, staple any colleciton (green) or set (yellow) forms used to this form and keep for later summary reports.

Figure 21: KLARS Processing Status Form

Processors complete the top of the form and attach it to the original inventory when they begin to create a Collection Record on the system. As each of the KLARS processing tasks are completed for an entire inventory, processors check off the task, initial it, and date it. When a Collection Record has been archived on the system,

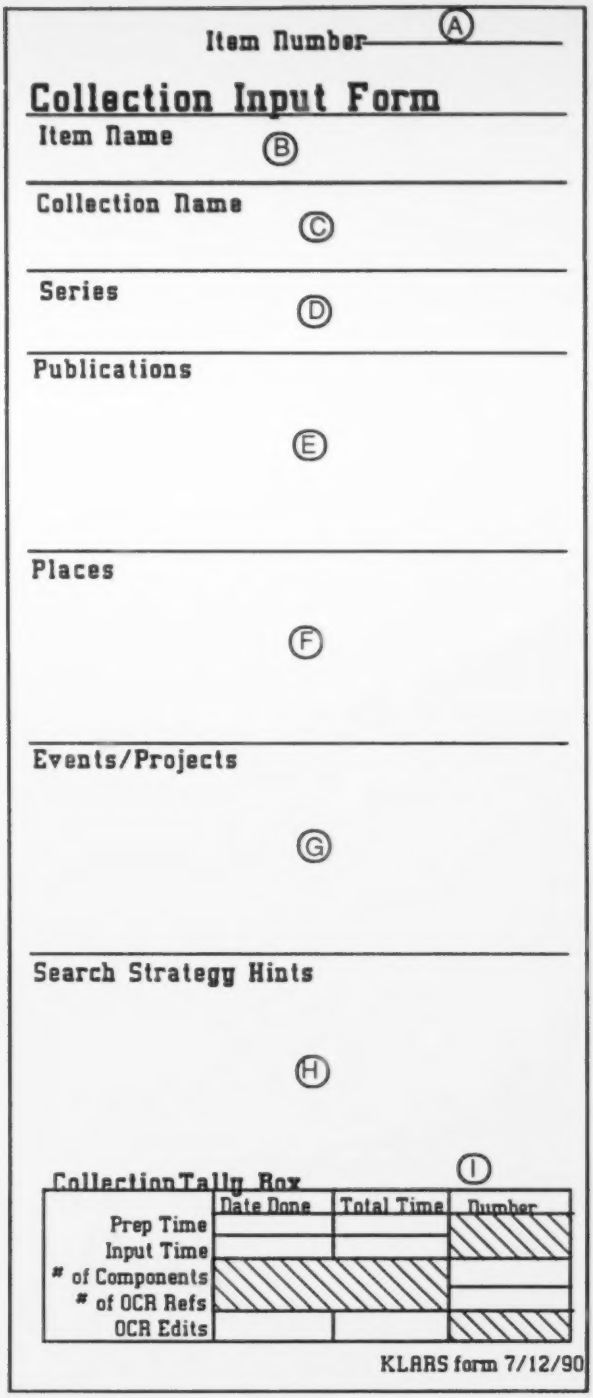
this form is separated from the original inventory, attached to the matching Collection Input Form, and given to the system administrator for filing.

Collection Input Form

KLARS processors use the Collection Input Form (see Figure 22) to prepare supplemental data for entry into the KLARS Collection Record as well as to record time and task statistics. This form draws together information not generally included in RLIN collection records, for example, search strategy hints. To complete the form processors do the following:

- Review the fields and input standards in the collection record view (see Appendix A: Data Dictionary).
- Review the collection inventory and RLIN record
- Complete the form using the appropriate input standards formats and authority sources
- Copy the item number onto the form at the time of system data entry
- Fill-in collection tally box

These green forms are kept in the Optical Disk Room. Processors complete them as indicated in Figure 22, using the authority sources mentioned in the explanatory notes.



A Enter the number KLARS assigns at the time the Collection Record is created on the system.

B In 30 characters (including spaces), create Collection Record item label using the organizational acronym or person's surname [See name authority lists].

C Enter the name of the collection [See RLIN "Main Entry"].

D List all series used in the collection, in alphabetical order [See Collection Inventory].

E List significant publications or runs of publications found in the collection, in alphabetical order [See Hensen Manual formats and Collection Inventory].

F List geographical places with a specific relationship to the collection, e.g., sites of conferences, cities related to particular projects and individuals [See Webster's Geographical Dictionary, 1980].

G List specific events or projects related to the collection, in alphabetical order [See Collection Inventory and Hensen Manual formats].

H Suggest ways for a researcher to locate information on ideas/people/events that are strongly associated with the collection [See Collection Inventory and contact collection processor and/or Adult Education archivist].

I Record work on each phase of Collection Record development.

Figure 22: Collection Input Form

Figure 23, a completed Collection Tally Box, illustrates how staff record the:

A. Time taken to prepare the Collection Input Form

B. Time taken to input collection data (i.e., filling in the fields and scanning)

C. Number of inventory pages scanned (i.e., number of components)

D. Number of OCR references cut and pasted

E. Time used to edit OCR'd text

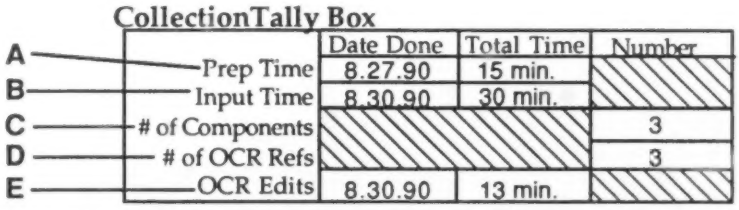


Figure 23: Collection Tally Box on Collection Input Form

Completed Collection Input Forms are kept with their respective collection inventories until KLARS data entry for the inventory is complete. Thereafter, they and all other collection-related forms are stapled together and forwarded to the system administrator for filing.

Creating A KLARS Collection Record

A KLARS Collection Record gives researchers:

- An overview or synthesis of a collection's finding aid or inventory,
- The benefit of others' experience with the collection
- Access to electronic images of the actual collection inventory pages

Each field in this record type highlights a particular aspect of the collection. The Collection Record OCR'd text field contains a completely edited ASCII text version of the collection's finding aid that can be searched using KLARS full-text searching power.

Processors need the following material to create a Collection Record on the KLARS system:

- A printout of the collection's RLIN Record
- A copy of the collection inventory
- A completed Collection Input Form
- A list of the fields and input standards for a Collection Record view

Collection Record View

Collection Record View
Item_number
Record_type
RLIN_ID
Main_entry
Title
Phys_descrip
Strategy_hints
Bio/hist_note
Summry_descrip
Series
Begin_date
End_date
Form/genre
Assoc_subjects
Assoc_people
Assoc_organiz
Assoc_evnt/proj.
Assoc_places
Publications
References_to
Location
Provenance
Restrictions
Pref_citation
OCRd_text

Figure 24: Collection Record View

In the document capture mode, KLARS displays all the possible fields used for the information entered into the adult education database. The Collection Record view (see Figure 24) refers to those fields assigned to this record type. In creating a Collection Record, processors will only enter data into the fields that are assigned to the Collection Record view even though they see all the fields in the database template. A complete view of this record type—with the fields, the content of the fields, and the standards that apply for information entered into the fields—appears in Appendix A: Data Dictionary.

RLIN'S Role in Completing a KLARS Collection Record

RLIN is the authority source for information entered in the Collection Record. The use of RLIN as the authority for the KLARS collection record standardizes the input information with MARC (Manuscript Archival Record Control) standards, used in Special Collections.

In addition, as Figure 25 illustrates, selected RLIN fields are used to complete the KLARS Collection Record.

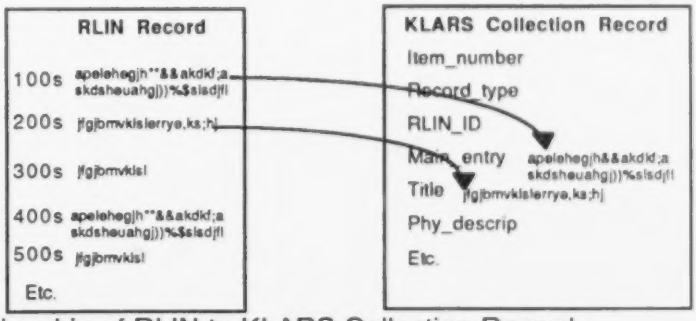


Figure 25: Relationship of RLIN to KLARS Collection Record

In the Collection Record, the numeric field tags are replaced with field names, e.g., form/genre, main entry, physical description, title. Processors eliminate RLIN subfield delimiters when they enter the RLIN information into KLARS.

Guidelines for Completing Collection-Record Item

Organizing collection record work When processors start to create a Collection Record, they must make sure that the file created is located in the right directory and the right list for that day's work.

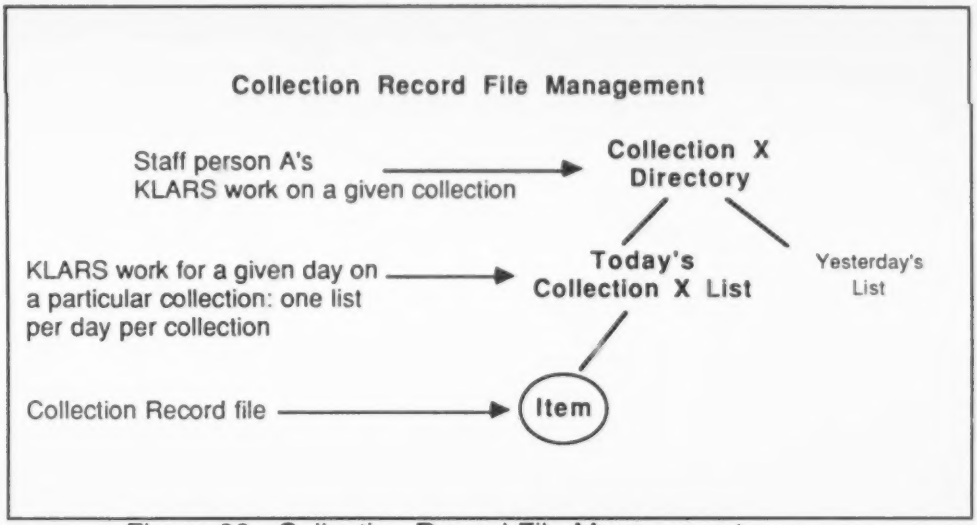


Figure 26: Collection Record File Management

Processors follow these two guidelines, illustrated in Figure 26:

- The list containing a Collection Records should be in a directory bearing the same collection name.
- A Collection Record (which are at the item level of KLARS file organization) should be in a list bearing the same collection name as the record.

Naming a directory. A directory name has a 32 character limit including spaces. For corporate collections, processors use the acronym of the organization's full name. For personal papers, they use the individual's surname.

Naming a collection record list. A list name can have no more than 32 characters including spaces. A list name for this record type must contain the following information, in the order listed:

1. The acronym of the organization or the last name of the individual that was responsible for creating the collection
2. The date the list was created, following mm-dd-yy format
3. The initials of the creator of the list

Collection Record List Name	
Examples:	CPAE 01-22-90 plh
	Laubach 01-22-90 mmf

Naming a collection record item. A Collection Record item name can have no more than 30 characters, including spaces. It must contain the following information, in the order listed:

1. The acronym of the organization or the last name of the individual whose materials form the collection
2. The word "Inventory" (minus the quotation marks!)
3. The inclusive dates of the collection materials

Collection Record Item Name	
Examples:	CPAE Inventory 1953-1984
	Sheats Inventory 1925-1975

Data input conventions. As was noted earlier, each Collection Record field contains distinct types of information. Data input standards and authority requirements are spelled out by field in the Collection Record view portion of the Data Dictionary in the Appendix A. Processors are asked to adhere to the following general input conventions across Collection Record fields. Exceptions are noted where necessary.

Adjusting RLIN record markers.
RLIN records contain daggers, subfield markers, and indicators. Remove all of these when entering RLIN information into the Collection Record fields.

Capitalization.
Begin each field with a capital letter.

Punctuation.

- Put a period at the end of each field except the item number, the begin date, end date, and OCR'd text fields.
- Put a period followed by one (1) hard return at the end of each entry in a field with more than one entry, such as subject or associated people fields.
- In fields with more than one paragraph, such as the Bio/hist and Summary fields, use two (2) hard returns between paragraphs to make the information easier to read.

Alphabetical listing within fields.
In fields which include more than one entry, [e.g., names], list entries in alphabetical order.

Hierarchical ordering.

- In Subject Field: Use a double dash (represented by two hyphens --), with a space on each side of the dashes, to indicate hierarchical levels of subject headings, from broadest to most specific.

Subject Field Hierarchy	
Examples:	Adult education -- United States. Adult education teachers -- Training of -- United States. Educators -- United States, Literacy -- India.

- In Organization Field: Use a double dash (represented by two hyphens --), with a space on each side of the dashes, to indicate hierarchical order within organizations and institutions from broadest to most specific.

Organization Field Hierarchy	
Examples:	Laubach Literacy International -- National Affiliation for Literacy Advance. Syracuse University -- School of Education.

Name formats.

- For People: Enter personal names using the following format: last name, first name, middle name or initial followed by year of birth and death, if known.

Personal Name Format	
Examples:	Carlson, Robert A. Even, Mary Jane. Houle, Cyril, 1913-. Knox, Alan Boyd, 1931-. McClusky, Howard, 1900-1982.

- For Corporations: Enter corporate names using the following format: corporate name followed by the acronym in square brackets [] after the first occurrence in any field other than the OCR'd text field.

Corporate Name Format	
Examples:	Adult Education Association of the United States [AEA-USA]. Association of University Evening Colleges [AUEC]. Center for the Study of Liberal Education for Adults [CSLEA].

Numbers in Date Fields.
The inclusive dates for a collection do not include a month and day notation. Enter the beginning and end dates of the collection using the following format: the year followed by four zeros (yyyy0000), instead of the expected yyyymmdd. **(NB. Do not put a period at the end of either of these numeric fields because KLARS will not accept the character in these fields.)**

Begin/End Date Format	
Examples:	19250000
	19750000

Collection Record Citation.
Enter the following text in the Collection Record citation field:

In addition to following normal manuscript citation conventions, include these elements when citing records found in KLARS: Main entry, Title, Item number, and if a specific image is being cited, Component number. Mention that the record was found in KLARS, Syracuse University Library's electronic image database for archives and manuscripts.

Scanning Collection Inventories

Collection Record Scanning Policy
Processors scan a collection inventory in its entirety.

Collection Record Scanning Tasks
There are no specific policies or guidelines regulating image quality. Processors use their own judgement to control document image quality.

After the KLARS staff key the information into the collection record template, the documents get scanned to become a part of the collection record. The scanning process may involve any number of tasks, for example:

- Selecting OCR Mark for each image to be OCR'd
- Selecting appropriate scanner settings based on the physical quality of the document
- Scanning
- Rescanning if scanner setting needs to be adjusted
- Doing image cleanup
- Saving each image scanned
- Cutting and pasting OCR references
- Saving the item
- Sending list to the OCR device

OCRing Collection Inventories

OCRing Policy
Processors copy the OCR reference for each image made from the collection inventory and paste the reference into the record's OCR'd text field.

OCRing Tasks
Processors send the list containing the scanned collection inventory images to the OCR device.

Editing Collection Record OCR Text

OCR Editing Policy
Processors edit the OCR text in a Collection Record completely and carefully. Editing includes:

- Correcting all characters questioned by the OCR device (indicated by a ?)
- Removing all markers

Collection Record Editing Tasks
In a Collection Record, the contents of the inventory become the content of the OCR'd field in the record. It is essential for searching purposes that the ASCII text in the OCR'd field be completely accurate because any incorrect characters will hinder a search. However, the OCR device may not necessarily correctly recognize each letter, so misinterpreted letters must be corrected. Collection Record OCR editing involves the following tasks:

- Comparing each image of the original inventory with its OCR'd version and editing accordingly
- Removing all stray markers
- Saving the Collection Record item to ensure that it contains the changes made in the OCR'd text

Quality Control

As a way to insure that input standards for Collection Records are being maintained, processors exchange original Collection Record files for review. Once this quality control check is completed, processors check-off and initial the "QC switch" item on the blue collection status form. Routine staff meetings provide opportunities for discussing processing and quality control issues.

Indexing Collection Records

After the final quality control review of a Collection Record, KLARS staff send the list containing the edited record to the indexer. Indexing is the machine procedure

that indexes the data for full-text searching. The machine creates its own index of the collection records to respond to search queries. Following indexing, the "indexer" returns the list containing the Collection Record to the sender's IN directory.

Processors should check the icon next to each item newly indexed to check for any indication of an indexing failure. If a problem arises, processors should notify the system administrator immediately.

Archiving Collection Records

Before the collection record can be searched, it must be archived. Archiving creates "read-only-files" which can be viewed by researchers but not altered by them. If any further changes need to be made in a Collection Record, KLARS staff will be authorized, by the system administrator, to do so. Processors should check that the system has put a key icon next to each newly archived Collection Record.

PART FOUR: COLLECTION RECORD SUMMARY

- A Collection Record contains information on an archival collection as a whole, focusing particularly on the collection's finding aid or inventory.
- Processors use three forms to document and report work for Collection Records: the Archives/Manuscript Statistics Form (white), the KLARS Processing Status Form (blue), and the Collection Input Form (green).
- When completing the Collection Input Form, processors should consult appropriate authority sources and input standards to insure standardized entry of data.
- Completed Collection Input Forms should be kept with their corresponding inventories or finding aids.
- To create and complete a KLARS Collection Record, a staff person needs: the collection's RLIN record, the completed Collection Input Form, a copy of the collection's finding aid, a list of the fields included in a Collection Record view, and the input standards for the Collection Record view.
- A Collection Record should be filed in a KLARS directory and list bearing that collection's name.
- Collection Record fields have specific entry conventions covering punctuation, the order of elements, and capitalization. Those doing data entry should check the Collection Record View portion of the Data Dictionary in Appendix A.
- KLARS staff scan and OCR collection inventories in their entirety.

- KLARS staff edit Collection Record OCR completely, comparing it for accuracy to the images of the actual inventory pages.
- Collection Records go through a quality control check before processors index and archive them.
- KLARS staff check item and component system icons to insure that successful indexing and archiving have occurred.

SET RECORDS

What Is A Set Record?

In KLARS terms, a set is an intellectually discrete sub-unit within a folder, as a single document or logical small grouping of documents. It is the smallest division created from a processed collection before it is entered into KLARS.

A KLARS Set Record includes information about a set and the images (if any) associated with the set and information. A Set Record accomplishes the objective of getting researchers to the document level. If the record has just the information about the set but no images, it is referred to as an "empty set."

Documenting Set Record Work

The KLARS staff cooperates with the Arents public service staff in documenting work and reporting the status of collections they include in the KLARS database. In order to respond to the needs of both the Project and library, there are three forms to record the Set Record information. The forms are:

- The KLARS Processing Status Form (blue)
- The KLARS Set Input Form (yellow)
- Arents Archives/Manuscript Statistics Form (white)

KLARS Processing Status Form

The KLARS Processing Status Form (commonly known as the blue form) is used to gauge the progress made in processing both a collection inventory and collection documents for inclusion on the KLARS database. The form only deals with KLARS related tasks (see Figure 27).

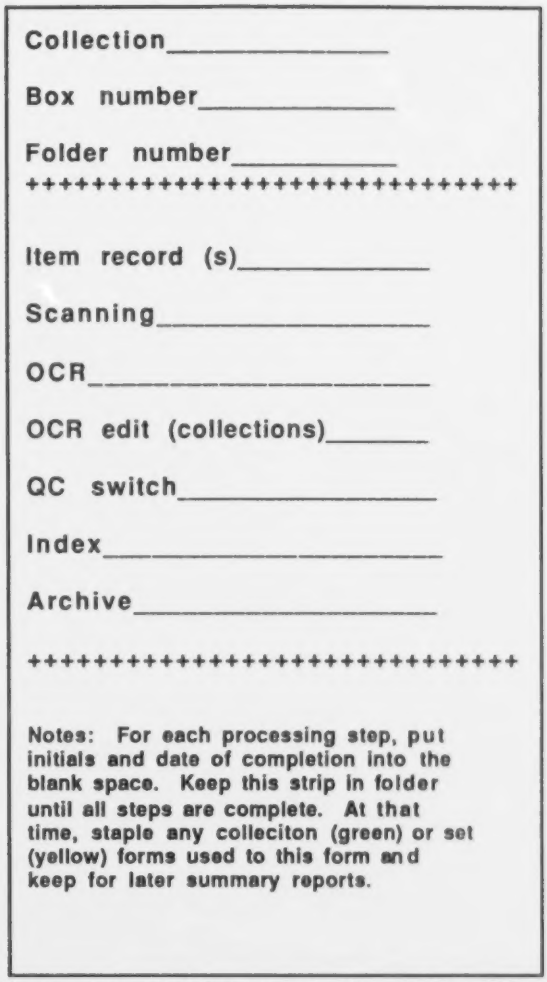

Collection_____
Box number_____
Folder number_____
++++++++++++++++++++++++++++++
Item record (s)_____
Scanning_____
OCR_____
OCR edit (collections)_____
QC switch_____
Index_____
Archive_____
++++++++++++++++++++++++++++++
Notes: For each processing step, put initials and date of completion into the blank space. Keep this strip in folder until all steps are complete. At that time, staple any colleciton (green) or set (yellow) forms used to this form and keep for later summary reports.

Figure 27: KLARS Processing Status Form

Processors complete the top of the form and attach it to a folder when they begin to create sets from the contents of a folder. As each of the KLARS processing tasks are completed for the entire folder, processors check off the task on the form, initial it, and date it. When all sets from a folder have been archived on the system, this form is separated from the original folder, attached to the corresponding Set Input Forms, and given to the system administrator for filing.

Set Input Form

The Set Input Form serves two purposes:

First, it serves as a worksheet for Set Record information (see Figure 28). The form provides space for all the fields in which keyed-in information may appear

in the Set Record. As KLARS staff divide collection folders into sets, they complete this form. Each completed form accompanies the set for which it is a record. During the input process, KLARS staff key-in the information from this form and scan the set contents.

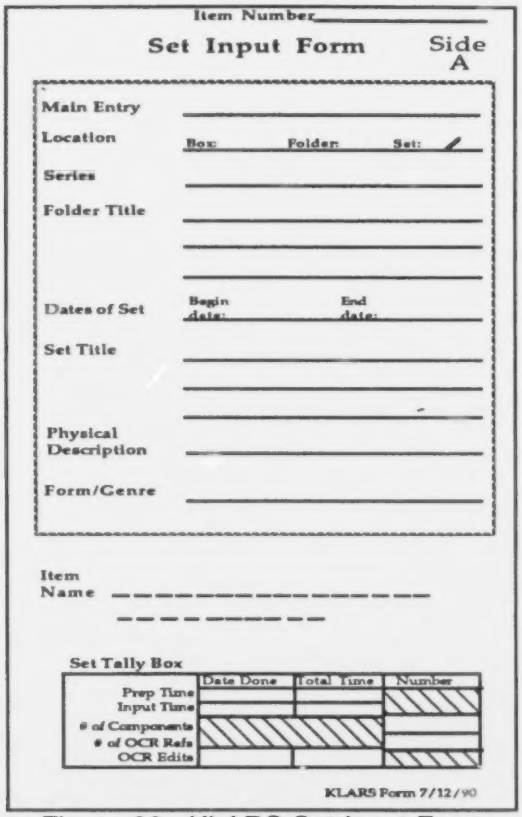


Figure 28: KLARS Set Input Form

Second, the form serves as a place to record Set Record statistics for Project and/or library status reports. This form includes a tally box. This is where staff record the amount of work and the time involved in each stage of processing a set. Figure 29 illustrates how staff record:

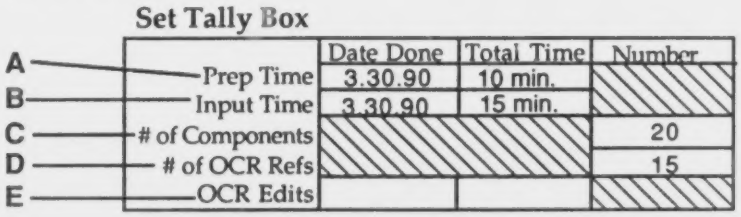


Figure 29: Set Tally Box

A. The time it takes to prepare a set (i.e., the physical creation of a set and form completion)
B. The time it takes to input set data (i.e., filling in the fields and scanning)

C. The number of document pages scanned (i.e., components)
D. The number of OCR references cut and pasted
E. The time used to edit OCR'd text.

When processors complete a Set Form, they place it in the folder before the start of the first document in the corresponding set. Later, after imputting has been finished, the set input form is separated from the set material, batched with other Set Forms for that folder, and stapled to the blue Processing Status Form for the folder. All of these are given to the System Administrator for filing. There is a more detailed discussion of how to complete the Set Input Form later in this section.

Arents Archives/Manuscript Statistics Form

ARCHIVES/MANUSCRIPTS STATISTICS

COLLECTION	EXTENT (unprocessed)		
	Began	Completed	Person(s)
Accessioning			
Surveying			
Identification/verification			
Transcription audio tapes, illegibles			
Preservation (re-foldering, staple and paperclip removal)			
Photographic preservation			
Authority work			
Generation of name index cards			
RLIN upgrade			
RLIN create			
Preparation of inventory draft			
Inventory draft (revisions)			
Name index filing and revision			
Inventory collation/distribution			
Preparation for scanning			
Creation of collection-level record			
Creation of set-level record			
Transfer to other departments			
Linear footage (processed)			

lmd 3/90 (0058F)

Figure 30: Arents Archives/Manuscripts Statistics Form

The Arents Library tracks the status of each collection on a separate archives/manuscripts statistics form (See Figure 30). Each month, KLARS processors are responsible for recording on this form the KLARS-related work they are doing with a collection. The form records when a task began and when it ended. A staff member records the month/year in which preparation for scanning (i.e. the physical creation of sets) began and the month/year the task was completed. During the data input phase, KLARS processors record the same type of information about Set Records as is recorded for Collection Records. While Set Record creation is occurring on KLARS, there is the implication that scanning, OCRing, editing, indexing, and archiving are also occurring, therefore, these activities do not get specifically recorded on the Arents stat form.

Creating Sets

What is a Set?

As Figure 31 shows, in traditional archival paper processing, a folder is the smallest division processors make. So that KLARS users don't have to wade unnecessarily through scores of folder documents, KLARS staff assess folder contents and establish electronic "sets" of documents from the folder contents (see Figure 32).

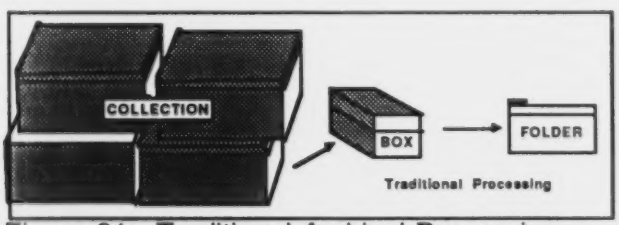


Figure 31: Traditional Archival Processing

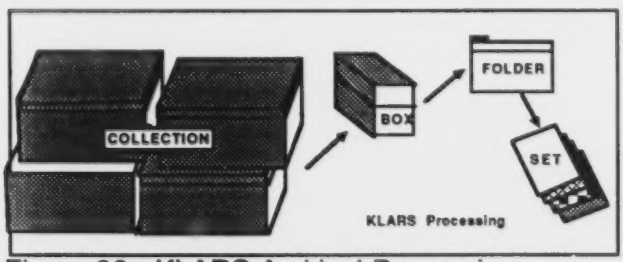


Figure 32: KLARS Archival Processing

A set is a KLARS- related term associated with breaking folder contents into manageable, electronic "chunks" of data on the system. A set is an intellectually discrete sub-unit within a folder, such as a single document or logical small grouping of documents. It is the smallest division used for system processing. As a result of this sub-dividing process, researchers can use Set Records to get closer to the particular document images they want to examine.

Policy for Creating Sets

Authorization for KLARS staff to create sets comes from the Adult Education Manuscripts Librarian. Authorization involves letting the KLARS staff know which part(s) of a collection are to be scanned. The norm will be to create sets for those documents that will be scanned. However, on occasion, the librarian may tell the staff to create "empty sets" for documents that will not be scanned. An empty set has the descriptive information processors enter into the Set Record fields, but there are no images of the documents nor is there any searchable ASCII text in the OCR'd text field.

Guidelines for Creating Sets

There are few absolute rules for creating sets. There are, however, guidelines for the KLARS staff. The guidelines are not mutually exclusive or restrictive. Processors make choices following the guidelines provided, but staff experience will often be the overriding factor in creating sets. The guidelines are:

Set Guideline 1:	Sets must be of manageable size.
Set Guideline 2:	A set may be either a folder or a part of a folder.
Set Guideline 3:	A folder with a lot of documents must divide into two or more sets.
Set Guideline 4:	A set should not divide a document.
Set Guideline 5:	Sets should preserve the chronological order (if one exists) for documents and/or the order by document type.
Set Guideline 6:	Sets within the same folder do not have to divide in the same way.

An explanation of each guideline follows.

Set Guideline 1: Sets of manageable size. KLARS staff determine the size of sets. It is very important that the staff create sets that are a manageable size for them to work on and useable by the researcher. The size should not hinder intellectual control over the documents. The analogy of a deck of cards may best illustrate this point. A deck (minus the two jokers) contains 52 cards. It is difficult, if not impossible, to hold all 52 cards in one hand in such a way that each card is clearly identifiable at all times. To better manage the cards, the deck can divide into small groups. One way is to divide the cards by the four suits with each suit containing 13 cards. It is possible to hold a suit in one hand in such a way that each card is visible. A card player can be in control of the cards he or she holds.

The same process of dividing a deck of cards can be used for dividing a folder. The end result is the same: there is control over the parts. To determine the optimum size of a set, processors do the following:

- Examine the folder for the amount of material it contains.
- Examine the individual documents.

- Note the relationship of each document to the documents preceding and following it, and the relation of the document to the whole folder.
- Determine the logical breaking points in the folder.
- Determine whether dividing points group documents in such a way that fosters intellectual control over them.

Set Guideline 2: Folder as one set. A decision to make the contents of a folder into one set depends on the number of documents, the inter-relatedness of the documents, and the necessity of keeping them as a single intellectual unit. A folder becomes a set when there is a single document (e.g. report, proposal, speech, proceedings) within it. A folder might also be one set even if it contains many documents (e.g. letters and articles and newsletters).

Set Guideline 3: Folder with more than one set. If there are too many documents in a folder, it may be necessary to create multiple sets from the folder material. For example, some folders contain runs of the same document types (e.g. correspondence, annual reports, minutes, newsletters), or several different document types (e.g. a folder for a meeting may contain correspondence, agendas, reports, and minutes). To include all documents from one of those folders in one set may be too much for staff to deal with when characterizing the contents of the set. Also, including many documents within a set may make the set too cumbersome for researchers to work with; researchers would have to look through too many documents before finding what they want.

Set Guideline 4: Dividing documents. As a rule, a set division should never break up a document. A document should stay as one unit. It can be the only document in a set or accompany other documents, but a document should not start in one set and continue in another.

Set Guideline 5: Preserving order. Sets must preserve the order of documents as they appear in a folder. Sets should not corrupt the order of entire collections, individual boxes or folders. The set simply divides a folder into smaller units. The two most commonly used arrangements are:

- chronological order
- document-type order

Chronological order groups documents by date. If folders are arranged chronologically, sets made from them should be divided chronologically. KLARS staff can divide the materials in any number of ways while still preserving the chronological arrangement. For example:

- Six month periods
- Quarterly
- Four month periods
- Monthly

- Weekly
- Daily
- Any other manner which preserves the chronology

Document-type order groups similar documents together, for example, correspondence, newsletters. The order within a document type may also be chronological. Whatever the order of the folder, that order is the order for the sets to follow.

Set Guideline 6: Folders with varying set division possibilities.
KLARS staff do not have to use the same criteria to divide diverse folder material into sets. For instance, if documents are ordered by date, some sets in that folder may consist of a month's worth of documents, while another set may cover only a week. On the other hand, if folders are organized around document type, one set's size may be different from the next set even if it is the same document type. Whatever the divisions, sets should not violate the mandate for manageable size.

Note: The material in the Adult and Continuing Education Collection is diverse and may challenge the above guidelines. If processors have a question about how to create sets for particular parts of a collection, they are encouraged to talk it over with the Adult Education archivist or another KLARS processor.

Completing the Set Input Form

KLARS staff must complete a Set Input Form for each set. Until the set gets entered into the system, this form is the only record of information for a set. This section of the manual lays out the guidelines staff should follow when completing this form.

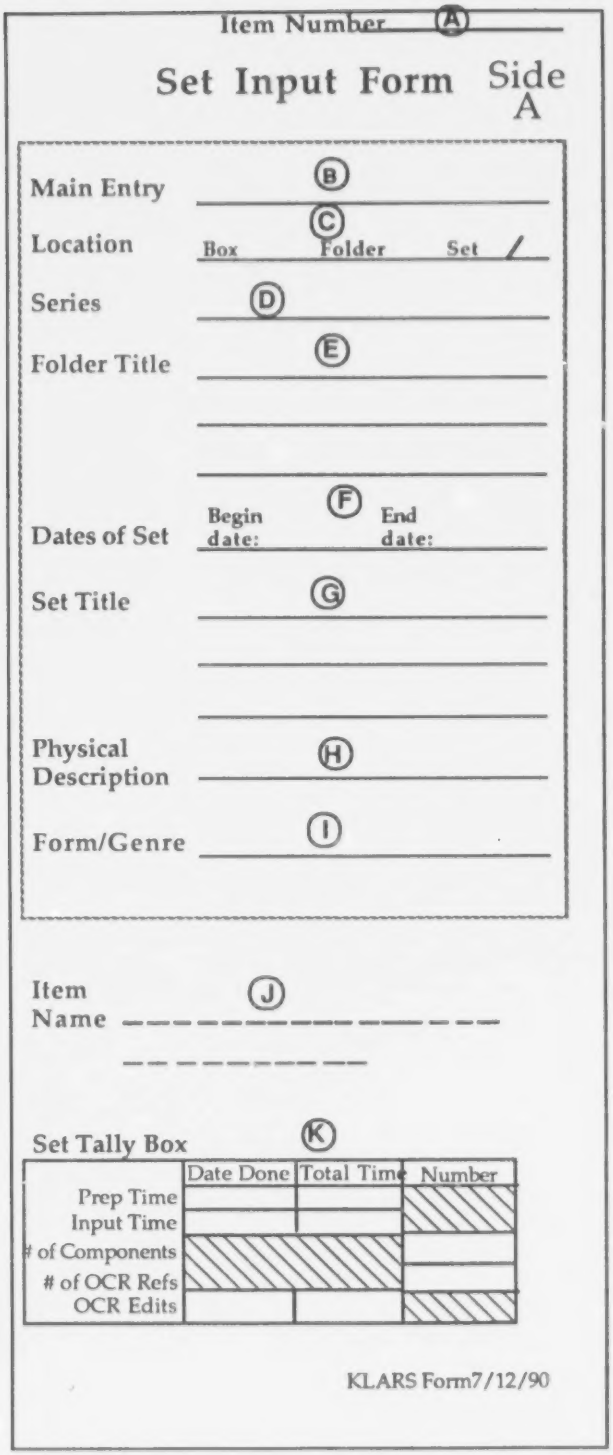
Because the information recorded on a Set Input Form will become the descriptive portion of a KLARS Set Record, it is essential that processors complete the form accurately, using the input standards for Set Record view (See Appendix A). A properly completed form will ease work during input and give researchers better assistance. An incomplete and inaccurate form will have the opposite effect.

The Set Input Form has two sides, A and B. The information recorded on the form and the format of the information are based on the set documents themselves and several authority sources. The following guidelines for the Set Input Form address these issues:

- How best to complete each side of the form
- Which authority sources to use for standardized terminology and format

As mentioned earlier, set forms must stay with set materials until Set Record input is done. Processors put completed Set Input Forms upright in the folder containing the set of documents described on the form. If there are multiple sets in one folder, the Set Input Form should be used to mark the beginning of each set. Those doing input work can then easily see the Set Input Forms.

4**Guidelines for side A of the set input form**. Side A asks for information *about* the set: main entry, location, series, folder title, dates of set, set title, and form/genre. Information is required for all areas except two: Set title and form/genre are only used where applicable. Side A also asks for information on processing a set: an item number and name and processing statistics. Figure 33 shows the guidelines for completing each section. [NOTE: A fuller explanation of assigning a set item name is taken up after the section about completing side B of this form.]



A Enter the number KLARS assigns at the time the Set Record is created on the system.

B Enter the name of the collection from which the set comes [See RLIN "Main Entry"].

C Identify the physical location of the set within an entire collection [box and folder] and within sets from the same folder (e.g., set 2 out of 4) [See Collection Inventory].

D Identify unit of cataloging or description from which the set comes [See Collection Inventory].

E Begin with sub-series and include all else that follows [See Collection Inventory].

F Indentify the inclusive dates for the documents in the set [See Collection Inventory].

G Enter information here ONLY IF there is more than one set in a folder, otherwise it remains empty. If there is more than one set in a folder, put a title that characterizes the contents of the set [See documents].

H When there is one document in a set, enter the number of pages in the document. If there are multiple documents, leave this field empty [See documents].

I Identify the form of the set documents based on physical character or information within the document(s) and the genre based on the style or technique of the intellectual content [See Form/Genre Authority List].

J In 30 characters (including spaces), create an item name that includes whichever of the following elements are applicabe, based on the set contents:
-short form of name of collection or person/organization responsible for creation of documents
- series
- modified folder or set title
-date(s) of documents in set

K Record work on each phase of Set Record development.

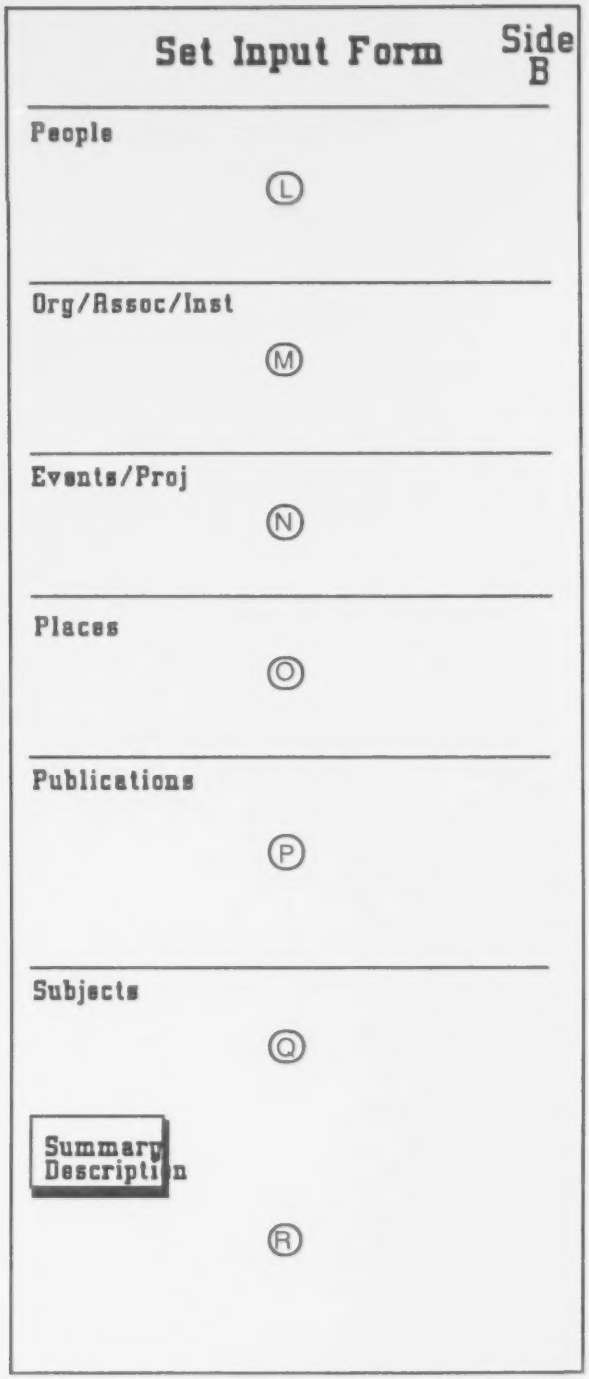
Figure 33: Side A of Set Input Form

Guidelines for side B of the set input form. KLARS staff record information *associated* with the set on Side B. There is space for recording the people, organizations, associations, institutions, events, projects, places, publications, and subjects important to the set as well as a summary of the set content. The use of each category on this side depends on the documents in the set. Processors should give particular attention to completing the applicable categories because the information contained within them is important to the researchers searching the KLARS database. For example,

- If a set is an "empty" one, that is, without any scanned document images, processors should state this information in the "summary" section on Side B of the Set Input Form for that set.

- If a folder with many documents becomes one set, OCRd text and the "associated" fields in the record play an important role in achieving the system's objective of giving researchers enough information to get them to the document(s) in a set.

Figure 34 shows the guidelines for completing each section on Side B.



L Enter the names of personalities associated with the set, in alphabetical order [See Personal Name Authority List and Set Record View input standards].

M Enter the names of organizations, associations, and institutions associated with the set, in alphabetical order [See Organization Authority List and Set Record View input standards].

N Enter the names of events and projects associated with the set, in alphabetical order [See Hensen Manual for format and Set Record View input standards].

O Enter geographical places about which the set says something significant, in alphabetical order [See Webster's New Geographical Dictionary and Set Record View input standards].

P Cite published material physically present or prominently mentioned in the set [See Hensen Manual for publications format].

Q Enter topics associated with the set, in alphabetical order [See documents and Kellogg Adult Education Thesaurus].

R Characterize the contents of the set through a combination of the following:
- a one or two sentence statement
- an abstract of a document
- highlighting information not referenced elsewhere
- alerting users to an empty set, i.e., no documents were scanned
- re-emphasing very important information
- noting component #'s of documents that scanned poorly.

Figure 34: Side B of Set Input Form

Naming a set item. A set item name is a brief, suggestive guide to the contents of a set. Each set must have an item name. The set item name is important to the KLARS staff because it collectively identifies the documents in a set. The set item name is also the on-screen descriptor a researcher sees in the item list section of the search screen. From this descriptor, the researcher should be able to get at least a general idea of the content of documents in a given set before actually viewing them.

Because a set item name can only have 30 characters including spaces, processors use a shorthand formula to assign a set's item name. The item name will include some, but not necessarily all of the following elements:

- Short form of name of the collection
- Series
- Modified folder or set title
- Short form of author of document(s) in the set
- Date(s) of documents in the set

Processors are to follow these guidelines when they establish set item names:

- The first element of the item name is usually the name of the collection from which the set comes, but if the document(s) in the set does not tell something about the collection that it is credited to other than the fact that the document(s) was included with the collection, then this element can be substituted with the name of the organization or person responsible for the creation of the document(s).

- When organizations or people are part of the name, organizational acronyms or personal surnames should be used.

- When character space becomes a problem, use abbreviations as they appear in the KLARS Abbreviation List.

- If inclusive dates are available, they should be the last element of a set item name.

Here are some examples of set item names:

Set Item Name Examples:	CPAE CORRES APR-JUN 1983 CPAE ANNUAL REPORT 1979 AUEC ANNUAL MEETING 1981

Set Record View

Set Record View
Item_number
Record_type
RLIN_ID
Main_entry
Title
Phys_descrip
Summry_descrip
Series
Folder_title
Set_title
Begin_date
End_date
Form/genre
Assoc_subjects
Assoc_people
Assoc_organiz
Assoc_evnt/prj.
Assoc_places
Publications
Location
Pref_citation
OCRd_text

Figure 35:
Set Record View

In the document capture mode, KLARS displays all the possible fields used for the information entered into the template. A "Set Record view" refers to those fields assigned to the Set Record type (see Figure 35). In creating a Set Record, processors will *only enter data into the fields that are assigned to the Set Record view* even though in the document capture mode, they can see all the field names displayed.

Processors need the following material to create a Set Record on the KLARS workstation:

- A completed Set Input Form (yellow)
- The list of files and input standards for the Set Record view

A description of the Set Record fields, the intended content of the fields, and the standards that apply for information entered into the fields are part of the Data Dictionary in Appendix A.

Guidelines for Completing a Set Record Item

Processors key the information recorded on the Set Input Form into the appropriate template fields. To ease input work, the information on the Set Input Form should already be in the format outlined in the Set Record view standards. As was noted earlier, each Set Record field contains distinct types of information. Processors are asked to adhere to these general input conventions across fields. Exceptions are noted where necessary.

Organizing set record work. When processors start to create Set Records, they must make sure that the files created are located in the right directory and the right list for that day's work.

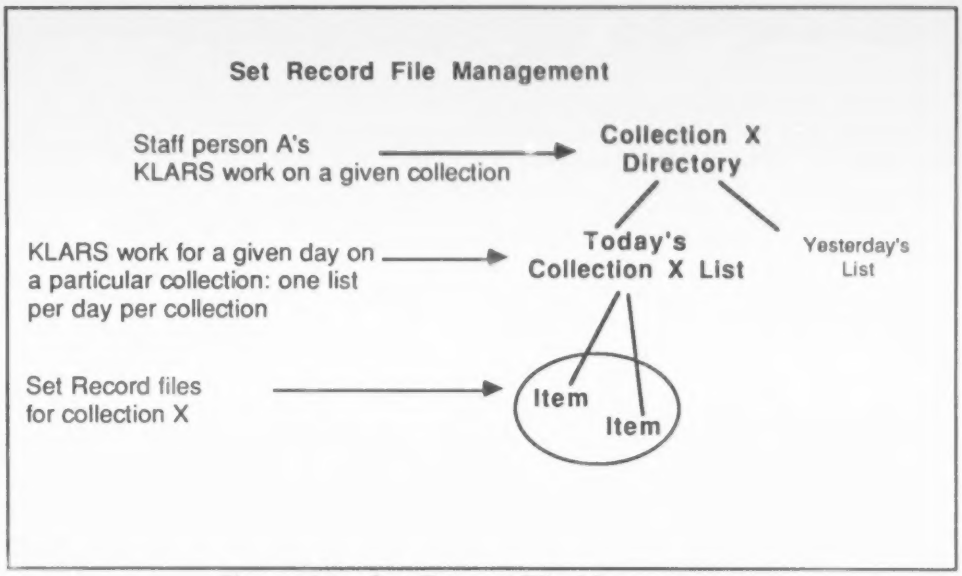


Figure 36: Set Record File Management

Processors follow these two guidelines, illustrated in Figure 35:

- Processors keep all Set Records for a collection in one directory named for that collection.
- Processors file Set Records for a collection in a List named for that same collection.

Naming a directory. A directory name has a 32 character limit including spaces and is, for corporate records, the acronym of an organization's full name, or for personal papers, the individual's surname.

Directory Name Examples:	CPAE Sheats

Naming a list. List names, no matter for what record type, have a 32 character limit including spaces and must have the following elements in the order listed:

1) The short form of the collection's name (acronym for corporate records or surname for personal records
2) The date in this format: mm-dd-yy
3) The initials of the staff person who created the list

List Name	
Examples:	CPAE 10-24-89 plh SHEATS 06-12-90 eco

Naming a set record item. A Set Record item name can have no more than 30 characters including spaces. An earlier section discussed the guidelines for naming this type of item. At the time processors create the Set Record, they copy the item name from the Set Input Form into the appropriate dialog box that appears on the workstation screen.

Set Item Name	
Examples:	CPAE CORRES APR-JUN 1983 CPAE ANNUAL REPORT 1979 AUEC ANNUAL MEETING 1981

Data input conventions.

Capitalization.
Begin each field with a capital letter.

Punctuation.

- Put a period at end of each field entry except in item number, record, begin date, end date, and OCR'd text fields.

- Put a period followed by one (1) hard return at end of each entry in a field with more than one entry, such as subject and associated people fields.

- In fields with more than one paragraph, such as summary description, use two (2) hard returns between paragraphs to make the information easier to read.

Alphabetical listing within fields.
Whenever there are multiple entries in a field (e.g., associated subjects or places), put them in alphabetical order.

Hierarchical ordering.

- *In Subject Field:*
  Use a double dash (represented by two hyphens --), with a space on each side of the dashes, to indicate hierarchical levels of subject headings, from broadest to most specific.

Subject Field Hierarchy	
Examples:	Adult education -- United States. Adult education teachers -- Training of -- United States. Educators -- United States, Literacy -- India.

- *In Organization Field:*
  Use a double dash (represented by two hyphens --), with a space on each side of the dashes, to indicate hierarchical order within organizations and institutions from broadest to most specific.

Organization Field Hierarchy	
Examples:	Laubach Literacy International -- National Affiliation for Literacy Advance.
	Syracuse University -- School of Education.

Name formats.

- *For People:*
  Enter personal names using the following format: last name, first name, middle name or initial.

Personal Name Format	
Examples:	Carlson, Robert A.
	Even, Mary Jane.
	Houle, Cyril, 1913-.
	Knox, Alan Boyd, 1931-.
	McClusky, Howard, 1900-1982.

- *For Corporations:*
  Enter corporate names using the following format: corporate name followed by the acronym in square brackets [] after the first occurrence of the name in any field other than the OCR'd text field.

Corporate Name Format	
Examples:	Adult Education Association of the United States [AEA-USA].
	Association of University Evening Colleges [AUEC].
	Center for the Study of Liberal Education for Adults [CSLEA].

Numbers in date fields.

Some documents have specific dates made up of year, month and day, while other documents have no date at all. In between these two extremes are documents with dates that are vague. A vague date can refer to a decade, a year, or a year and a month. **(NB. Periods are not put at the end of date fields because KLARS will not accept the character in these fields.)** Processors use the following formats depending on the dates of documents in the set.

- Specific date - yyyymmdd

Specific Date Known	
Example:	19901124

- Vague date - when only a portion of a date is known
  —Only decade known- yyyy9999

Decade known	
Example:	19709999

  —Only year known- yyyy0000

Year known	
Example:	19820000

  —Only year/month known- yyyymm00

Year & month known	
Example:	19630500

- Unknown date

Date unknown	
Example:	00000000

Numbers in set location field.
When processors complete the set location field, they must type the text and numbers that indicate the set's location by the box, folder, and the relationship of the set described to other sets in the folder (for example, first of three). Processors use the following format: Box #, Folder #, Set #/#.

Numbers in Set Location	
Example:	Box 6, Folder 3, Set 2/3.

Set record citation.
Processors enter the following text in the Set Record citation field:

In addition to following normal manuscript citation conventions, include these elements when citing records found in KLARS: Main entry, Title, Item number, and if a specific image is being cited, Component number. Mention that the record was found in KLARS, Syracuse University Library's electronic image database for archives and manuscripts.

Scanning Set Documents

Set Scanning Policy

Collections that are to be scanned on KLARS will be prioritized by the Adult Education Manuscript Librarian. The librarian will indicate whether to scan a collection in its entirety or just certain parts. This direction should come before processors start creating sets. If processors are uncertain about the scanning decisions for a collection, they should contact the Adult Education Manuscripts Librarian.

Set Record Scanning Tasks

After the input of information from the Set Input Form into the KLARS Set Record fields, the set documents get scanned to incorporate them as part of a particular Set Record. The process of scanning may involve any number of tasks like those listed below.

- Selecting appropriate scanner setting based on the physical quality of the document
- Selecting the OCR mark for each image to be OCR'd
- Scanning
- Rescanning if scanner setting needs to be adjusted
- Doing image cleanup
- Saving each image scanned
- Cutting & pasting OCR references
- Saving the item which includes the Set Record
- Sending lists (which may contain many sets) to the OCR device

There are no particular policies or guidelines regulating scanning itself. Processors use their own judgement to control document image quality.

OCRing Set Documents

OCRing Policy

OCRing is a machine process. At present, OCR policy is decided on a collection-by-collection basis. Processors need to recognize, therefore, that policy may vary from one collection to another. When policy is in place for a collection, the Adult Education Manuscripts Librarian will communicate this policy to the KLARS staff. The policy must be communicated before scanning can begin.

Editing Set Record OCR Text

OCR Editing Policy

Like the OCR policy, OCR editing policy will be established for each collection. The policy will come from the Adult Education Manuscripts Librarian and will be told to KLARS staff before scanning begins. The editing policy for a given collection should accompany the OCR policy directive. If processors are uncertain about the OCRing policy for a collection, they should contact the Adult Education Manuscripts Librarian.

Set Record OCR Editing Tasks

After a list has been OCRed, it will be returned to processors for editing. Processors find the newly OCRed list in their IN directory. In short, the staff person who sends the list containing a particular Set Record gets it back. The extent of editing will depend on the OCR editing policy for the collection from which the set is drawn. Whatever the policy, the KLARS staff must do the appropriate tasks, such as

- Editing as stated in OCR editing policy for the collection being processed
- Removing markers and, sometimes, words as stated in OCR editing policy
- Saving the item to insure that the record contains the changes made in the OCR text

After editing all the sets in a list, KLARS staff send that list to the indexer.

Quality Control Check

As a way to insure that input standards for Set Records are being maintained, processors exchange original Set Record files for review. Once this quality control check is completed, processors check-off and initial the "QC switch" item on the blue collection status form. Routine staff meetings provide opportunities for discussing processing and quality control issues.

Indexing Set Records

Indexing is a machine process. Through indexing, KLARS creates its own searchable index of the information in the Set Records. The system uses this index to respond to search queries. After indexing a list, the indexer returns the list to the sender's IN directory. The Set Record is then ready for the final task of storing it as a "read only" file in the KLARS database.

Processors should also check the icon next to each newly indexed item in a returned list to see if any indexing failures occurred (represented by a triangle icon with a question mark). If a problem arises, processors should notify the system administrator.

Archiving Set Records

Archiving is the final process done before making the Set Record available for use by researchers. Through archiving, lists become permanent, "read only" files in the database. Researchers will not be able to tamper with the information or images in the Set Record; they will only be able to look at the record and its images. Processors should check that the system has put a key icon next to each newly archived item. If a problem arises, processors should notify the System Administrator.

If there is doubt as to the status of a Set Record item in a list, processors should check to see if the index and archive icons appear to the left of the item name. Given the prototypical nature of KLARS, decisions to delete lists from processors' files should be cleared first with the System Administrator.

Later, if KLARS staff have to make changes in an archived record, the staff must do a search for a Set Record, restore it to a "read and write" status, make the necessary changes, and then re-index and archive it anew. Part Five of this manual, Managing Document Capture Work, contains more information on changing archived records.

PART FOUR: SET RECORD SUMMARY

- A set is an intellectually discrete sub-unit created by processors from material in an archival folder. A Set Record contains information about the documents in a set.

- The Adult Education Manuscripts Librarian decides what portion(s) of a collection's documents are to be scanned/OCR'd and grouped into sets for inclusion in the KLARS database.

- Processors use three forms to document and report work for Set Records: the KLARS Processing Status Form (blue), the Set Input Form (yellow), and the Archives/Manuscript Statistics Form (white).

- To create sets, processors review documents in a folder and make decisions according to these general criteria:
    1) Making sets of a manageable size for use on KLARS
    2) Maintaining the inter-relationships of documents
    3) Preserving the original document order

- When completing Sides A and B of the Set Input Form, processors should consult appropriate authority sources and input standards to insure standardized entry of data.

- On occasion, the librarian may tell KLARS staff to create "empty sets" for document that will not be scanned. Processors create a Set Record with

descriptive information about the document(s), but there are no images of the documents in KLARS nor is there searchable ASCII test in the set's OCR'd text field.

- Set Input forms are kept with set materials until Set Record input is done. After input is completed, set forms for each folder in a box are stapled together.

- A Set Record should be filed in a KLARS directory and list bearing the name of the collection from which the set is drawn.

- A Set item name should be descriptive of the content of the set and should include some, but not necessarily all of the following elements:
    - Short form name of the collection
    - Series
    - Modified folder or set title
    - Short form name of author of document(s) in the set
    - Date(s) of documents in the set

- Set Record data input follows conventions related to capitalization, punctuation, alphabetical listing, hierarchical ordering, name formats, numbers in date fields, set location format, and set record citation. [See Set Record Input Standards in Appendix A]

- Set documents are scanned, OCR'd, and edited according to policies made on a collection-by-collection basis by the Adult Education Manuscripts Librarian.

- Set Records go through a quality control check before processors index and archive them.

- Processors check index and archive icons next to set items to see that those processes have been successfully executed by the system.

PERSON VITA

A Person Vita includes information about an individual who has made a significant contribution to the field of adult education. Unlike the Collection and Set Records, vita records are not based on actual archival documents. They are a synthesis of information gathered by researchers.

In the case of the Person Vita Record, researchers will, by browsing through or searching on the fields designated for the record, be able to learn about the individual's education; work history; the people, organizations, events, projects, places, and subjects most closely associated with that person; and publications by and/or about the person. This record type is intended to give users of KLARS richer contextual information with which to assess the connections among people, ideas, and events in the field.

Documenting Person Vita Work

[What needs to be said here? The Archives/Manuscript Form doesn't seem to apply here, nor do any of the other forms developed thus far.]

Creating a KLARS Person Vita

Processors need the following material to create Person Vita Record on the KLARS system:

- Disk with vita file formatted for tagged text importation
- Paper print-out of the vita file to be imported
- A list of the fields and input standards for a Person Vita view

Person Vita View

Person Vita View
Item_number
Record_type
Main_entry
KLARS_source
Strategy_hints
Bio/hit_note
Begin_date
Source_B_date
End_date
Source_E_date
Education
Work_history
Assoc_subjects
Assoc_people
Assoc_organiz
Assoc_evnt/prj
Assoc_places
Publications
References_to
Location
Pref_citation
OCRd text

Figure 37: Person Vita View

In the document capture mode, KLARS displays all the possible fields used for the information entered into the adult education database. The Person Vita view (see Figure 37) refers to those fields assigned to this record type.

In creating a Person Vita Record, data will be entered only into the fields that are assigned to the Person Vita view even though processors will see all the fields in the database template. A complete view of this record type — with the fields, the content of the fields, and the standards that apply for information entered into the fields — appears in the Data Dictionary in Appendix A.

Guidelines for Completing a Person Vita Item

Processors will enter very little data into a Person Vita Record because the bulk of the data entry will have been done by other researchers in accordance with the input standards for this record type. Processors' main tasks will be to:

- Create the item within an appropriate directory and list
- Import the tagged text for the record from a floppy disk
- Do a quality check on the record input standards
- Index and archive the record

Organizing Person Vita Record Work

Naming a directory. Processors file all Person Vita Records in one directory called Person Vitae. If such a directory does not exist at the time processors are creating this vita type, they should establish such a directory in their IN Directory.

Naming a person vita list. List names, no matter for what record type, have a 32 character limit including spaces and must have the following elements in the order listed:

1) The individual's surname or, if space is a problem, a shortened form of the surname

2) The date in this format: mm-dd-yy

3) The initials of the staff person who created the list

Person Vita List Name	
Examples:	Knowles 12-21-89 jmh
	Fisher 07-19-91 mmf

Naming a person vita item. A Person Vita item name can have no more than 30 characters including spaces. Processors should use the individual's surname (or, if space is a problem, a shortened form of the surname) followed by the word "Vita" to name this type of item.

Person Vita Item Name	
Examples:	Knowles Vita
	Fisher Vita

Importing Tagged Text for Person Vita Records
[what guidelines should processors follow to do this procedure properly?]

Data Input Conventions
[what needs to go here - what will processors need to check for? Maybe this should be called something different. Would processors do any editing tasks?]

Person vita citation.
Processors will need to enter the following text in the Person Vita citation field, if it is not already present in the imported record:

The following elements should be included when you cite information found in KLARS vita records: Main entry, Record type (e.g., Person Vita or Organization Vita), Item number. Mention that the record was found in KLARS, Syracuse University Library's electronic image database for archives and manuscripts.

Person Vita Scanning and OCRing Policy

In general, Person Vitae will not have images connected with the structured text in the record fields. On occasion, processors may have an extensive bibliography or biographical text related to the subject of the Person Vita that would warrant scanning and OCRing. Decisions about the inclusion of such document images will be made on a case-by-case basis by the KLARS staff in conjunction with the Adult Education Archivist.

Quality Control

[What needs to go here? Would an exchange be necessary?]

Indexing Person Vita Records

After the final quality control review of a Person Vita Record, KLARS staff send the list containing the complete edited record to the indexer. Indexing is a machine procedure that indexes the data for full-text searching. The machine creates its own index of the Person Vita Records to respond to search queries. Following indexing, the indexer program returns the list containing the Person Vita Record to the sender's IN Directory.

Processors should check the icon next to each newly indexed item to check for any indication of an indexing failure. If a problem arises, processors should notify the System Administrator as soon as possible.

Archiving Person Vita Records

Before the Person Vita Record can be searched, it must be archived. Archiving creates "read-only-files" which can be viewed by researchers but not altered by them. If any further changes need to be made in a Person Vita, KLARS staff will be authorized, by the System Administrator, to do so. Processors should check that the system has put a key icon next to each newly archived Person Vita Record.

PART FOUR: PERSON VITA SUMMARY

- A Person Vita includes information gathered by research on an individual who made a significant contribution to the field of adult education.
- Person Vita Records are not based on specific archival documents and so do not generally have accompanying images.
- This record type gives researchers contextual information with which to assess the connections among people, ideas, and events in the adult education field.
- Person Vita Records are created by electronically importing tagged text into KLARS.
- Person Vita Records are filed in a directory called Person Vitae and in a list bearing the individual: surname--the date of record creation--the processor's initials.
- Following the 30 character limit, a Person Vita Item name consists of the individual's surname followed by the word "Vita."
- Those people who synthesize the information for the Person Vita follow conventions related to capitalization, punctuation, alphabetical listing, hierarchical ordering, name formats, numbers in data fields, and citations. [See Person Vita Input Standards in Appendix A.]

- Decisions about the inclusion of any document images with a Person Vita Record will be made in a case-by-case basis by KLARS staff in conjunction with the Adult Education Archivist.

- Although processors do little to no text input for this record type, they do a quality check on the imported text before they index and archive it.

- Processors check index and archive icons next to Person Vita items to see that those processes have been successfully executed by the system.

ORGANIZATION VITA

An Organization Vita includes information about an organization that has made a significant contribution to the field of adult education. Unlike the Collection and Set Records, vita records are not based on actual archival documents. They are a synthesis of information gathered by researchers.

In the case of the Organization Vita Record, researchers will, by browsing through or searching on the fields designated for the record, be able to learn about the organization's history; its mission, function, and structure; events, projects, places, and subjects most closely associated with that organization; and publications by the organization. This record type is intended to give users of KLARS richer contextual information with which to assess the connections among organizations, people, ideas, and events in the field.

Documenting Organization Vita Work

[What needs to be said here? The Archives/Manuscript Form doesn't seem to apply here, nor do any of the other forms developed thus far.]

Creating a KLARS Organization Vita

Processors need the following material to create an Organization Vita Record on the KLARS system:

- Disk with vita file formatted for tagged text importation
- Paper print-out of the vita file to be imported
- A list of the fields and input standards for an Organization Vita view

Organization Vita View

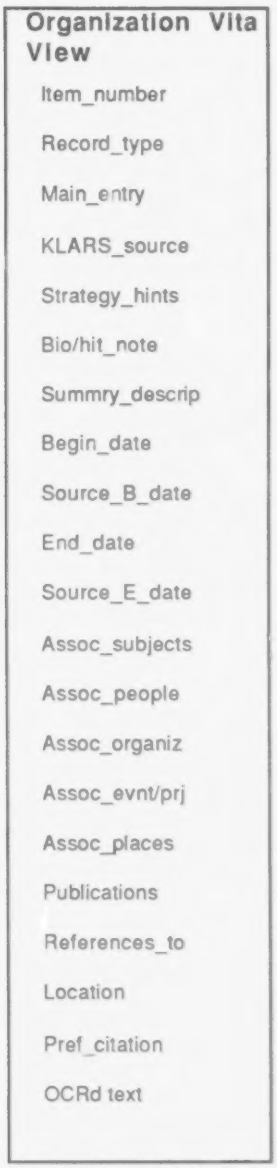


Figure 38: Organization Vita View

In the document capture mode, KLARS displays all the possible fields used for the information entered into the adult education database. The Organization Vita view (see Figure 38) refers to those fields assigned to this record type.

In creating an Organization Vita Record, data will be transferred only into the fields that are assigned to the Organization Vita view even though processors will see all the fields in the database template. A complete view of this record type — with the fields, the content of the fields, and the standards that apply for information entered into the fields — appears in the Data Dictionary in the Appendices.

Guidelines for Completing an Organization Vita Item

Processors will enter very little data into an Organization Vita Record because the bulk of the data entry will have been done by other researchers in accordance with the input standards for this record type. Processors' main tasks will be to:

- Create the item within an appropriate directory and list
- Import the tagged text for the record from a floppy disk
- Do a quality check on the record input standards
- Index and archive the record

Organizing Organization Vita Record Work

Naming a directory. Processors file all Organization Vita Records in a directory called Organization Vitae. If such a directory does not exist at the time processors are creating this vita type, they should establish such a directory in their IN Directory.

Naming an organization vita list. List names, no matter for what record type, have a 32 character limit including spaces and must have the following elements in the order listed:

1) The acronym or a shortened form of the organization's name

2) The date in this format: mm-dd-yy

3) The initials of the staff person who created the list

Organization Vita List Name	
Examples:	CPAE 04-11-90 ldp
	AAE 10-05-91 pxh

Naming an organization vita item. An Organization Vita item name can have no more than 30 characters including spaces. Processors should use the organization's acronym (or, if no authoritative acronym exists, a shortened form of the organization's name) followed by the word "Vita" to name this type of item.

Organization Vita Item Name	
Examples:	CPAE Vita
	AAE Vita

Importing Tagged Text for Organization Vita Records
[what guidelines should processors follow to do this procedure properly?]

Data Input Conventions
[what needs to go here - what will processors need to check for? Maybe this should be called something different. Would processors do any editing tasks?]

Organization vita citation.
Processors will need to enter the following text in the Organization Vita citation field if it is not already present in the imported record:

The following elements should be included when you cite information found in KLARS vita records: Main entry, Record type (e.g., Person Vita or Organization Vita), Item number. Mention that the record was found in KLARS, Syracuse University Library's electronic image database for archives and manuscripts.

Organization Vita Scanning and OCRing Policy

In general, Organization Vitae do not have images connected with the structured text in the record fields. On occasion, processors may have an extensive bibliography or biographical text related to the subject of the Organization Vita that would warrant scanning and OCRing. Decisions about the inclusion of such document images will be made on a case-by-case basis by the KLARS staff in conjunction with the Adult Education Archivist.

Quality Control

[What needs to go here? Would an exchange be necessary?]

Indexing Organization Vita Records

After the final quality control review of an Organization Vita Record, KLARS staff send the list containing the complete edited record to the indexer. Indexing is a machine procedure that indexes the data for full-text searching. The machine creates its own index of the Organization Vita Records to respond to search queries. Following indexing, the indexer program returns the list containing the Organization Vita Record to the sender's IN Directory.

Processors should check the icon next to each newly indexed item to check for any indication of an indexing failure. If a problem arises, processors should notify the system administrator as soon as possible.

Archiving Organization Vita Records

Before the Organization Vita Record can be searched, it must be archived. Archiving creates "read-only-files" which can be viewed by researchers but not altered by them. If any further changes need to be made in an Organization Vita, KLARS staff will be authorized, by the system administrator, to do so. Processors should check that the system has put a key icon next to each newly archived Organization Vita Record.

PART FOUR: ORGANIZATION VITA SUMMARY

- An Organization Vita includes information gathered by researchers on an organization that has made a significant contribution to the field of adult education.

- Organization Vita Records are not based on specific archival documents and so do not generally have accompanying images.

- This record type gives researchers contextual information with which to assess the connections among organizations, people, ideas, and events in the field.

- Organization Vita Records are created by electronically importing tagged text into KLARS.

- Organization Vita Records are filed in a directory called Organization Vitae and in a list bearing the organization's acronym or a shortened form of the organization's
  - -- name
  - -- the date of record creation
  - -- the processor's initials

- Following a 30-character limit, an organization vita name consists of the organization's acronym or a shortened form of the organization's name followed by the word "Vita."

- Those people who synthesize the information for the organization vita will follow conventions related to capitalization, punctuation, alphabetical listing, hierarchical ordering, name formats, numbers in date fields, and citations. [See Organization Vita input standards in Appendix A.]

- Decisions about the inclusion of any document images with an Organization Vita Record will be made on a case-by-case basis by KLARS staff in conjunction with the Adult Education Archivist.

- Although processors do little to no actual text input for this record type, they do a quality check on the imported text before they index and archive it.

- Processors check index and archive icons next to Organization Vita items to see that these processes have been successfully executed by the system.

SUBJECT VITA

A Subject Vita includes information about a concept or term which has been found to be important to the field of adult education as represented by Syracuse University's archival materials. While there are no document images included in a Subject Vita, this record type is based on the use of terms and concepts within the adult education archives themselves. Researchers working with KLARS staff have organized these terms and concepts into the Kellogg Adult Education Thesaurus (KAET). All Subject Vita information is thus drawn from KAET.

In the case of the Subject Vita Record, researchers will, by browsing through or searching on the fields designated for the record, be able to learn about a term's meaning, history, broader and narrower terms associated with the concept, and related terms. This record type is intended to give users of KLARS better intellectual access to ideas and concepts in the field as they are represented in the archival material at Syracuse University.

Documenting Subject Vita Work

[What needs to be said here? The Archives/Manuscript Form doesn't seem to apply here, nor do any of the other forms developed thus far.]

Creating a KLARS Subject Vita

Processors need the following material to create a Subject Vita Record on the KLARS system:

- Disk with vita file formatted for tagged text importation
- Paper print-out of the vita file to be imported
- A list of the fields and input standards for a Subject Vita view

Subject Vita View

Figure 39: Subject Vita View

In the document capture mode, KLARS displays all the possible fields used for the information entered into the adult education database. The Subject Vita view (see Figure 39) refers to those fields assigned to this record type.

In creating a Subject Vita Record, data will be transferred only into the fields that are assigned to the Subject Vita view even though processors will see all the fields in the database template. A complete view of this record type — with the fields, the content of the fields, and the standards that apply for information entered into the fields — appears in the Data Dictionary in Appendix A.

Guidelines for Completing A Subject Vita Item

Processors will enter very little data into a Subject Vita Record because the bulk of the data entry will have been done by other researchers in accordance with the input standards for this record type. Processors' main tasks will be to:

- Create the item within an appropriate directory and list
- Import the tagged text for the record from a floppy disk
- Do a quality check on the record input standards
- Index and archive the record

Organizing Subject Vita Record Work

Naming a directory. Processors file all Subject Vita Records in a directory named Subject Vitae. If such a directory does not exist at the time processors are creating this vita type, they should establish such a directory in their IN Directory.

Naming a subject vita list. List names, no matter for what record type, have a 32 character limit including spaces and must have the following elements in the order listed:

1) The keyword or phrase (Processors should check the paper copy of a Subject Vita and use the word(s) appearing in the "Main Entry" field. Processors should abbreviate as necessary.)

2) The date in this format: mm-dd-yy

3) The initials of the staff person who created the list

Subject Vita List Name	
Examples:	family life ed. 03-25-90 lib
	civic education 10-01-91 irq

Naming a subject vita item. A Subject Vita item name can have no more than 30 characters including spaces. Processors should use the keyword(s) followed by the word "Vita" to name this type of item. If space is a problem, processors must abbreviate the keyword(s), reducing them to 25 characters or less, including spaces

Subject Vita Item Name	
Examples:	Family life education Vita
	Residential adult ed. Vita

Importing Tagged Text for Subject Vita Records
[what guidelines should processors follow to do this procedure properly?]

Data Input Conventions
[what needs to go here - what will processors need to check for? Maybe this should be called something different. Would processors do any editing tasks?]

Subject vita citation.
Processors will need to enter the following text in the Subject Vita citation field if it is not already present in the imported record:

The following elements should be included when you cite information found in KLARS vita records: Main entry, Record type (e.g., Person Vita or Organization Vita), Item number. Mention that the record was found in KLARS, Syracuse University Library's electronic image database for archives and manuscripts.

Quality Control

[What needs to go here? Would an exchange be necessary?]

Indexing Subject Vita Records

After the final quality control review of a Subject Vita Record, KLARS staff send the list containing the complete edited record to the indexer. Indexing is a machine procedure that indexes the data for full-text searching. The machine creates its own index of the Subject Vita Records to respond to search queries. Following indexing, the indexer program returns the list containing the Subject Vita Record to the sender's IN Directory.

Processors should check the icon next to each newly indexed item to check for any indication of an indexing failure. If a problem arises, processors should notify the system administrator as soon as possible.

Archiving Subject Vita Records

Before the Subject Vita Record can be searched, it must be archived. Archiving creates "read-only-files" which can be viewed by researchers but not altered by them. If any further changes need to be made in a Subject Vita, KLARS staff will be authorized, by the system administrator, to do so. Processors should check that the system has put a key icon next to each newly archived Subject Vita Record.

PART FOUR: SUBJECT VITA SUMMARY

- A Subject Vita includes information about a concept or term which has been found to be important to the field of adult education as represented by Syracuse University's archival material.

- Subject Vita Records are drawn from information in the Kellogg Adult Education Thesaurus (KAET), a reference work based on the use of terms and concepts within the adult education archives themselves.

- Since Subject Vita Records are not based on specific archival documents, they do not generally have accompanying images.

- This record type gives researchers better intellectual access to ideas and concepts as they are represented in the adult education archival material at Syracuse University.

- Subject Vita Records are created by electronically importing tagged text into KLARS.

- Subject Vita Records are filed in a directory called Subject Vitae and in a list bearing
  - -the keyword or phrase appearing in the KLARS Main Entry field
  - -the date of record creation
  - -the processor's initials

- Following a 30-character limit, a Subject Vita item name consists of the keyword(s) followed by the word 'Vita.'

- Those people who synthesize the information for the Subject Vita will follow conventions related to capitalization, punctuation, alphabetical listing, hierarchical ordering of broader and narrower terms, name formats, and citations.

- Although processors do little to no actual text input for this record type, they do a quality check on the imported text before they index and archive it.

- Processors check index and archive icons next to Subject Vita items to see that those processes have been successfully executed by the system.

PART FIVE: MANAGING DOCUMENT CAPTURE WORK

This section of the manual focuses on file management activities and policies. Management entails effectively handling data files as well as maintaining up-to-date communication about the system. Processing staff need to be able to find, manipulate, update, and/or discard files. In addition, KLARS staff need to monitor the quality of system work being done and to follow a reporting process that keeps appropriate library staff apprised of the status of material on-line.

Document capture file management activities addressed hereafter are:

- Managing Directories and Lists
- Updating KLARS Files/Records
- Reporting Processing Progress
- Maintaining Quality Work on KLARS
- Backing Up System Data

MANAGING DIRECTORIES AND LISTS

Filing KLARS Files on the System

The KLARS system displays the main directory, called the "Root directory," when processors select document capture as an activity. All system work processors create and save is accessible through the Root Directory. Each processor has an IN Directory within their Root Directory. The IN Directory is used in two ways. First, it is the processor's electronic mailbox for lists returned from the indexer, the OCR device, and from other processors who have done quality checks on records prior to indexing. Second, it is where processors file all their work directories containing collection, set, and vita records.

Filing Guidelines

- Processors save and maintain all directories containing collection, set, and vita records in their IN Directory.

- Processors save and maintain all lists related to the same collection in a directory named for that collection.

- Processors save and maintain all vita records in directories named for the specific vita type, for example, Person Vitae, Organization Vitae, or Subject Vitae.

Naming KLARS Files

Processors working in document capture have to name the following KLARS files:

- Directories

- Lists
- Items

How these kinds of files are named depends on the type of record(s) processors are handling. Figure 40 outlines the naming conventions processors should follow.

	Collection Record	Set Record	Organization Vita	Person Vita	Subject Vita
Directory (IN)	Acronym or last name, unless duplication then differentiate.	Acronym or last name, unless duplication then differentiate.	Organization Vitae	Person Vitae	Subject Vitae
List	•Acronym or last name •Date in mm-dd-yy form •initials of list creator	•Acronym or last name •Date in mm-dd-yy form •initials of list creator	•Acronym •Date in mm-dd-yy form •initials of list creator	•last name •Date in mm-dd-yy form •initials of list creator	•Keyword •Date in mm-dd-yy form •initials of list creator
Item	•Acronym or last name followed by the word Inventory •Inclusive dates of inventory	•Originator •Content descriptor •Inclusive dates, if available	Acronym or last name followed by the word Vita	Surname followed by the word Vita	Keyword followed by the word Vita

Figure 40: Conventions For Naming KLARS Files By Record Type

Arranging Files for Easy Access

KLARS offers processors two ways to arrange the display of files on the workstation screen: alphabetically and by date. An alphabetical listing is the default arrangement for directories and lists. Items within lists, however, are *always* displayed in the order in which they were created, starting with the first item created and ending with the most recent one. Processors can change their file display of directories and lists to suit their preferences.

Keeping Directories Organized

Directory organization is important for efficient space utilization on processors' workstations. Processors need to clean unnecessary files out of their directories and consolidate files where possible.

Processors make use of several KLARS commands in list and item management. Certain commands will have different results depending on whether a list or an item is the object of the command. Consequently, there are separate controls, or pull-down menus, for lists and items (see Figure 41).

	LIST MENU	ITEM MENU
Delete	Deletes entire list, deleting only those Items in a List that are not present in any other Lists.	[from database] Allows user to delete the current Item from all lists in the Database
Move	Moves the selected List from one Directory to another.	Moves the selected Item from one Directory and List to another Directory and List
Merge	Combines two lists into one.	NA
Rename	Allows user to rename the current List	NA
Remove	NA	[from list] Allows user to remove the current Item from the List

Figure 41: File Reorganization Commands for Lists and Items

Guidelines for Permanently Discarding Files

At the time this manual was prepared, processors were still testing the document capture and search modes of KLARS. KLARS staff were to keep all files until the stability of the system and its data were assured. If processors have questions about old or redundant files on their workstations, they should talk to the system administrator.

UPDATING KLARS FILES

A) Explain when KLARS files might be updated

"Restore" and "Archive" Functions

[This section needed further clarification from Dennis as of 1/91]
Processors use the "Restore" and "Archive" commands to update files once they have been in the database as "read only" files. Here again, processors can update entire Lists or individual Items. The Restore and Archive commands are available on both the List and Item pull-down menus.

Restoring a List or Item allows editing of the file and prevents searching of that information. Archiving prevents further editing of the files and allows searching to take place on the files archived.

C) Steps in updating process [Guidelines or Policy????]
D) Explanation of system prompts [e.g., error messages and dialog boxes]

Reporting Processing Progress

[This section is a holding place until decisions on the future of KLARS are finalized.]

A) Explain who needs to be kept informed as to the progress of KLARS-related processing and system work and why
B) Review of Arents & KLARS record keeping forms (think about what needs to go on a form that reports the on-line status of adult ed. collection material)
C) Graphic that shows the path(s) various forms take & where you finally file them

MAINTAINING QUALITY WORK ON KLARS

To insure that researchers are as successful as possible in their use of the system's full-text searching capacity and record structure, processors need to monitor the quality of their data input.

KLARS staff maintain quality control in two ways: the exchange of files between processors (known as the Quality Switch on the blue status form) and discussion at weekly staff meetings.

Quality Switch

Before final indexing of a List and its accompanying Items, processors exchange the original files with one another for quality control review. Processors assess the following:

- Check that input standards are being met
- Check for typos/spelling errors/authority problems
- Check that each field contains the right kind of info
- Depending on the record type, check OCR field

If processors find problems in any of these areas, they should edit the original file as much as possible. If further work is needed that only the creator of the List or Item can do, the person doing the quality control check should return the file to the first processor and tell him or her what needs to be done before indexing and archiving the files.

Staff Meeting Discussions

Processors are encouraged to use weekly staff meetings to discuss processing concerns with the system administrator and other library personnel.

BACKING UP SYSTEM DATA

Backing up system data means to make a copy of all the user data onto magnetic tape cartridges. In the event that the system has a problem, such as the hard disk crashes or the system experiences a sudden power failure, these tape cartridges can be used for restoring the data back to the system.

It is the system administrator's responsibility to do the backups, and they must be done frequently to prevent the possibility of any data loss. System backups can be done using several different system utilities. Each of the utilities was created to fill a different system need.

The KLARS system requires four kinds of backups, done at different times:

Backup	Frequency
1. Root system backup	As needed
2. Informix archive	Once or twice a week, depending on data entry
3. Informix logic-log backup	Daily
4. PLS data backup	Once or twice a week, depending on data entry

The logic log backup must be done daily otherwise the frontend system will hang up when the logic log is full.

Processors should ask the system administrator to check if the logic log is full when they have trouble signing onto the system. In order to insure that Informix and PLS backups are done as needed, processors should inform the system administrator when they have done a lot of scanning or data entry on the system.

PART FIVE SUMMARY

- Processors view their KLARS files via their Root Directory, which contains their IN Directory as well as any other Directories created by processors.
- Processors save and maintain all directories containing collection, set, and vita records in the IN Directory.
- Processors save and maintain all lists related to the same collection in a directory named for that collection.
- Processors save and maintain all vita records in directories named for the specific vita type, for example, Person Vitae, Organization Vitae, or Subject Vitae.
- Processors follow record-specific file naming conventions when naming directories, lists, or items.
- Processors can choose to view files on their workstation screen in one or the other of two display modes: alphabetical or by date.
- When reorganizing files (for example, deleting, moving, or merging files), processors must use different commands and command menus for list and item management.
- While the KLARS software is still in its test version, processors should consult with the system administrator before discarding old or redundant KLARS files.
- [Restore and archive functions need clarification.]
- [Reporting Processing Progress needs clarification.]
- Processors maintain quality control in two ways:
  - exchanging files to check each other's work
  - discussing concerns at staff meetings
- The system administrator is responsible for backing up the system data, specifically in four areas: the root system, the Informix archive, the Informix logic log, and PLS.
- In order to insure that Informix and PLS backups are done as needed, processors should inform the system administrator when they have done a lot of scanning or data entry on the system and when they have trouble signing onto the system.

APPENDICES

Appendix A.....Data Dictionary

Appendix B.....Authority Lists
- B.1 Form/Genre List
- B.2 Organization List
- B.3 Personal Names List
- B.4 Other authority references

Appendix C.....Adult and Continuing Education Research Collection: An Abridged Description

Appendix D.....Glossary

APPENDIX A: DATA DICTIONARY

The data dictionary describes the informational structure on which the Kellogg Library Archive and Retrieval System (KLARS) database is built. More specifically, it gives a detailed description of three aspects of the KLARS data structure:

- The data model matrix or master template
- The technical structure of KLARS data fields
- Contents and input standards of data record views

THE DATA MODEL MATRIX

Why the Design?

The mandate given the Kellogg Project was to make facsimile images of manuscript material available on a computer screen for study. Automation of archive and manuscript collections has been underway for some time, but the work has emphasized description of whole collections (e.g. the papers of Malcolm Knowles as a whole.) Since researchers using the new system were going to need to find individual pages on a screen, much more specificity was required. We synthesized ideas and techniques from current archive and manuscript practice, from research in bibliographic retrieval systems, and from evolving image-management systems to produce KLARS and its data model.

KLARS Database Components

There are five types of data records stored in KLARS. Each record is a set of facts about an entity or group of entities, thus giving each record a particular information focus as illustrated below.

Record Types	Information Focus
Collection Record:	a collection as a whole, e.g., the finding aid
Set Record:	a group of documents found within a collection
Person Vita:	a person's life, education, and career
Organization Vita:	organizational/institutional history
Subject Record:	idea/concept history

KLARS stores two basic kinds of data to assist users doing archival research:

- Electronic or bitmapped images of documents in archival collections
- Textual or ASCII data — usually descriptive information that can help users make intellectual links among organizations, people, ideas, and events.

A KLARS record may be a combination of these two kinds of data or it may just be ASCII data.

There are 32 fields or information slots associated with the five record types. Each record type uses a subset of the full set of fields. Most of the fields are used by more than one record type; a few are used in all.

How to Read the Data Model

NOTE: The data model or master template is not something users see on the workstation screen, either in the document capture mode or in the search mode. Instead, it is the intellectual framework around which the KLARS software organizes the data. Figure 42, an illustration of the model, provides a view of the data structure and the interrelationships between the different record types and fields.

How a field relates to a record is shown in one of three ways:

	A blank space indicates that the field in the corresponding row is not used in the record column where it appears.
*	An asterisk in a space means that the corresponding field is used in the record column where it appears.
Linear ft.	Text in a space means that the corresponding field is used but it has varying meanings or "values" across the record columns. The text in the space is a shorthand description of the field's value.

Across the top of the data model matrix (See Figure 42) are the five record types: collections, sets, organizational vitae, person vitae, and subject vitae. Down the left side is a full list of the 32 fields. As mentioned earlier, no record type uses all of the fields.

In some cases, field contents vary by record type. For instance, the location field, used for both whole collections and sets, has quite different meanings in those two situations. For whole collections, location refers to where the collection is housed, the Arents Library for Special Collections at Syracuse University. For sets, location refers to where the paper copies of the documents in the set can be found amongst the collection materials (e.g., box 6, folder 3, set 2 or 2). See the descriptors in the matrix illustration to see where this type of variation occurs. [NOTE: Refer to the views and input standards for a more complete listing of field contents.]

KLARS Data Model Matrix

Field Name	Collection	Set	Org. Vita	Person Vita	Subject
Item number	•	•	•	•	•
Record type	Collection	Set	Organization	Person	Subject
RLIN ID	•	(from coll.)			
Main Entry	Coll. name	(from coll.)	Org. Name	Pers. Name	Keyword
Title	•	(from coll.)			
KLARS source			Who created	Who created	Who created
Physical description	Linear ft.	Size & type			
Search strategy hints	•		•	•	Term breadth
Bio/historical note	•		•	•	
Summary description	Content	Content	Mission, func.struc.		Scope note
Series	•	•			
Folder title		•			
Set title		•			
Begin date	Coll. coverage	Documents	Founding	Birth	
Source begin date			•	•	
End date	Coll. coverage	Documents	Cessation	Death	
Source end date			•	•	
Form/genre	•	•			
Education				•	
Work history				•	
Assoc. subjects	•	•	•	•	Related terms
Assoc. people	•	•	•	•	
Assoc. organizations	•	•	•	•	
Assoc. events/projects	•	•	•	•	
Assoc. places	•	•	•	•	
Publications	Runs in coll.	Within set	Produced by	Written by	
References to	Pubs. based on		Pubs describing	Biographies	
Location	Syracuse U.	Box, folder	*?		
Provenance	•				
Restrictions	•				
Preferred citation	How to cite KLARS	(From coll.)	•	•	•
OCR'd text	•	•	*?	*?	

Figure 42: KLARS Data Model Matrix

How Does the Data Model Appear on the Screen?

KLARS has two modes of operation: search and document capture. Because of its size, the full data matrix does not appear on the screen in either mode. Instead, processors and researchers work with record "views." The term "view" is the collective name used to refer to all the fields that are assigned to a record type. For example, the Collection Record column in the data matrix illustration contains the fields included in that record type's view.

In the document capture mode, processors see only the full list of field names awaiting the entry of text. They don't see a data matrix with all the record types across the top. Processors create a record "view" by entering the appropriate record type (i.e., Collection, Set....) in the Record field. Following the view input standards for the chosen record type, processors enter data into those fields utilized in the chosen view. They may skip fields that are optional or irrelevant in a particular case. However, the inappropriate and irrelevant field labels will remain on the document capture screen.

The situation changes in search mode. When researchers or processors do searches and request that descriptive data be displayed, only those fields that actually contain information in that view will be shown. A researcher might find displayed on the screen only some of the possible fields belonging to a particular record view. This simply means that processors left the missing fields empty for that particular record. No fields are hidden from a researcher if there is information in them.

TECHNICAL STRUCTURE OF FIELDS IN KLARS

Figure 43 outlines the technical parameters for each field in the KLARS database, for all record types together. Unlike the data matrix that defined the intellectual content of the database, this chart shows the technical restrictions or parameters the system follows when processing data.

The chart is meant to be read by selecting a field name in the first column (Field Name) and reading across the other four columns for the information pertaining to that field.

The following is a guide to the terms used in each column in the chart:

Field Name: specifies the form of the field name recognized by the system

Required?: identifies fields that MUST have data in them for the record to be accepted by the system [**Note**: this is different from field content requirements outlined in the record views & input standards]

Field type: specifies what type of character will be accepted and defines the way the information is structured in a field

- *number* - field accepts digits only, structured sequentially
- *text* - field accepts alpha-numeric characters, unstructured
- *date* - field accepts digits only, structured in time order (i.e., yearmonthday)

Default value: indicates what value is automatically placed in the field by the system

Validation: specifies what confirmation the system runs on entered data

- *display only* -system checks that numbers are displayed
- *list* - data must match a word on the list
- *typecheckonly* - data must match the data type allowed in that field (e.g., text in text fields and number data in number fields)
- *word file* - data must match a word in the authority file

KLARS FIELD PARAMETERS

Field Name	Required?	Field type	Default value	Validation
Item_number	yes	number	item #	display only
Record_type	yes	text	none	list: Collection, Set Organization, Person, Subject
RLIN_ID	no	text	none	typecheck only
Main_entry	yes	text	none	typecheck only
Title	no	text	none	typecheck only
KLARS_source	no	text	none	typecheck only
Phys_descrip	no	text	none	typecheck only
Strategy_hints	no	text	none	typecheck only
Bio/hist_note	no	text	none	typecheck only
Summry_descrip	no	text	none	typecheck only
Series	no	text	none	typecheck only
Folder_title	no	text	none	typecheck only
Set_title	no	text	none	typecheck only
Begin_date	no	date	none	typecheck only
Source_B_date	no	text	none	typecheck only
End_date	no	date	none	typecheck only
Source_E_date	no	text	none	typecheck only
Form/genre	no	text	none	word file: Engst list
Education	no	text	none	typecheck only
Work_history	no	text	none	typecheck only
Assoc_subjects	no	text	none	typecheck only
Assoc_people	no	text	none	typecheck only
Assoc_organiz	no	text	none	typecheck only
Assoc_evnt/prj	no	text	none	typecheck only
Assoc_places	no	text	none	typecheck only
Publications	no	text	none	typecheck only
References to	no	text	none	typecheck only
Location	no	text	none	typecheck only
Provenance	no	text	none	typecheck only
Restrictions	no	text	none	typecheck only
Pref_citation	no	text	none	typecheck only
OCR'd_text	no	text	none	typecheck only

Figure 43: KLARS Field Parameters

DATA RECORD VIEWS AND INPUT STANDARDS

This section of the Data Dictionary details each record type view. It lists

- Fields used in the record
- What kind of information goes in each field in the view
- Standards for data entry
- Whether the fields are required or optional for that view
  [**Note**: When a field is listed as "required" in the standards column, it may be required only for that particular view. The only fields required in every view are item number, record type, and main entry.]

MATRIX VIEWS AND STANDARDS
Revised 11/30/90

This portion of the data dictionary shows each record type's view of the full KLARS data structure, listing fields used, what goes into them, any standards that exist for data entry, and whether the fields are required or optional. When a field is listed as "required" in the standards column, it may be required only for that particular view. The only fields required in every view are item number, record type and main entry. [**Note**: Since most data for collection records are taken directly from RLIN records, "required" and "optional" are listed only for KLARS-specific fields.]

Collection View

Field	Content	Standards
Item_number	Sequential number automatically assigned by KLARS when the record is entered.	Required.
Record_type	Name of record type, e.g. Collection.	Capitalize first letter. Required. Do NOT end with period.
RLIN_ID	Identifying characters assigned by RLIN.	The RLIN record ID number Copy exactly from RLIN record. End with period. Required.
Main_entry	Authorized name for the collection followed by an acronym when applicable.	Information taken from the RLIN100, 110 or 111 field. Omit RLIN daggers and subfield markers and replace with spaces. Use square brackets around acronym. Check acronym on KLARS list for consistency. End field with period.
Title	Formal title for RLIN record, e.g. Papers (for people) or Records (for organizations)	Take from the RLIN 245 field. Use same format as RLIN but replace daggers and subfield markers with spaces. End with period.
Phys_descrip (Physical description)	Number of linear feet of material; other formats included (e.g. tapes, films etc.).	Take from RLIN 300 field. Use same format as RLIN (abbreviations etc.). End with period.
Strategy_hints (Search strategy hints)	Suggestions for users on how they might approach the collection, on related available material, search strategies, etc.	Enter information from "Search strategy hints" section on KLARS Collection Input form. End with period. Optional.

Field	Content	Standards
Bio/hist_note (Biographical/historical note)	Brief note about the person or organization from whom the papers came.	Take from the RLIN 545 fields (can be more than one.) First occurrence of a corporate name followed by acronym in brackets. Separate paragraphs in long entry with double hard returns. End with period.
Summry_descrip (Summary description)	Note about the content of the collection and how it is organized.	Take from RLIN 351 and (possibly multiple) 520 fields. First occurrence of a corporate name followed by acronym in brackets. Separate paragraphs in long entries with double hard returns. End with period.
Series	List of all series used in collection	Take from finding aid. End with period. Required.
Begin_date	Date of earliest documents in collection.	RLIN PD field, date before the slash (**1953**/1973). Use form yyyy0000, digits only. Do NOT end with period.
End_date	Date of latest documents in collection.	RLIN PD field, date after the slash (1953/**1973**). Use form yyyy0000, digits only. Do NOT end with period.
Form/genre	Forms and genres prevalent in the collection.	Take from multiple 655 RLIN fields. Omit daggers, indicators and subfields. Use initial capitals. Separate each 655 field by a period followed by a hard return.
Assoc_subjects (Associated Subjects)	General topics covered in the collection.	Take from multiple 650 and 656 RLIN fields. Additional local subject headings can be added from the Kellogg Adult Education Thesaurus (KAET). Replace RLIN daggers and subfield markers with space double hyphen space. Separate each 650 or 656 field by a period followed by a hard return. Capitalize initial words in entries.

Field	Content	Standards
Assoc_people (Associated people)	Names of people who play a major role in the collection.	Take from RLIN 600, 696, 700 and 796 fields. List in alphabetical order, last name first, and separate entries with periods and hard returns. Names must follow RLIN format but without daggers and subfields.
Assoc_organiz (Associated organizations)	Corporate bodies closely related to the collection in some way.	Take from RLIN 610, 697, 710 and 797 fields. List in alphabetical order, with periods and hard returns separating entries. Follow entries with associated acronyms in brackets. Replace daggers and subfields with space double hyphen space.
Assoc_evnt/prj. (Associated events & projects)	Specific major events and projects that figure importantly in a collection.	Take from RLIN 611, 696, 711 and 798 fields. Omit RLIN daggers and subfields. If any corporate sponsors are mentioned, enter acronym in brackets after sponsor's name. Check Hensen Manual for consistency in naming. End with a period.
Assoc_places (Associated places)	Names of specific geographic locations strongly associated with the collection.	Take from the RLIN 651 field. Omit daggers and subfields. Use geographic name that appears in the documents, not a more current version. Use Webster's Geographical Dictionary for consistency in spelling. End with a period.
Publications	Major publications included in the collection.	Use modified Chicago citation format, with titles in capital letters. List in alphabetical order by author. Required if appropriate.
References_to	Citations to publications based on the records in this collection.	Give complete citation, using modified Chicago citation format. List in alphabetical order by author. Required if appropriate.
Location	Standard address for the George Arents Research Library manuscript collections.	Enter as recorded in RLIN 851 field, but omit daggers and sub-fields. Change RLIN entry periods to commas. Hard return after each comma. End entry with a period.

Field	Content	Standards
Provenance	Names of collection donors, previous owners if any.	Take from RLIN 561 field. If entry can also be identified by an acronym, include acronym in brackets. End entry with period.
Restrictions	Any restrictions imposed by the donor on use of the collection.	Take from the RLIN 506 field.
Pref_citation (Preferred citation)	The elements a researcher would need to include in a citation to the collection.	Use standard wording. (See reference manual Part Four: Collection records.) End entry with a period. Required.
OCRd_text	The ASCII translation of text contained in page images of the collection inventory.	OCR inventory completely and edit carefully. Required.

Set View

Field	Content	Standards
Item_number	Sequential number automatically assigned by KLARS when the record is entered.	Required.
Record_type	Name of record type, e.g. Set.	Capitalize first letter. Required. Do NOT end with period.
RLIN_ID	Carry over from collection record.	Required.
Main_entry	Carry over from collection record.	Required.
Title	Carry over from collection record.	Required.
Phys_descrip (Physical description)	Physical description of a document or a group of documents, e.g. number of pages in a single report; number of letters in a set of correspondence.	End entry with period. Optional.
Summry_descrip (Summary description)	Brief summary of contents of set. Beginning component numbers of important set contents can be included in brackets after mention.	End entry with period. Optional.
Series	The name of the overall grouping within the collection from which the set is taken, e.g. personal files, organizational records, subject files.	Take data from inventory, not folder title. Enter only primary series in this space. End entry with period. Required.
Folder_title	The title that is given to the whole folder in paper copy.	Take data from inventory, not folder itself. Subseries are included here, not in series. Show hierarchies with space, double hyphen, space. End entry with period. Required.
Set_title	A title that differentiates a set from the rest of a folder. For correspondence, set title consists of inclusive dates. For other types of data, show differences from folder.	End entry with period. Optional. Use only when a folder has been subdivided.

Field	Content	Standards
Begin_date	The earliest date found for a document in the set.	General form is: yyyymmdd. Uncertain month: yyyy0000. Uncertain day: yyyymm00. Decade known: yyyy9999. (Use first year of the decade.) Date unknown: 00000000. Use only digits in this field. Required. Do NOT end with period.
End_date	The latest date found for a document in the set.	General form is: yyyymmdd. Uncertain month: yyyy0000. Uncertain day: yyyymm00. Decade known: yyyy9999. (Use first year of the decade) Date unknown 00000000. Use only digits in this field. Required. Do NOT end with period.
Form/genre	Terms that identify the form(s) or genre(s) found in documents in the set.	Select from the Engst list, as adapted to our use. Use initial capitals, alphabetize, and separate terms with periods and hard returns. Optional, but usually used.
Assoc_subjects (Associated subjects)	Topics covered in the set.	Take terms from KAET, and enter all in upper case. Enter in alphabetical order. When a specific word or phrase should be included but is not in the thesaurus, enter it but use upper and lower case to show that it is not in the controlled vocabulary. Separate topics with a period followed by a return. Optional.
Assoc_people (Associated people)	Names of people important to the set, e.g. those who wrote major letters.	Check Names List for consistency. Enter last name first in alphabetical order with a period at the end and a hard return between names. Optional.
Assoc_organiz (Associated organizations)	Names of organizations important to the set.	Check Organizations List for consistent form of entry. List in alphabetical order, separated by periods and hard returns. Put acronyms in brackets after full names. Optional.

Field	Content	Standards
Assoc_evnt/prj (Associated events & projects)	Names of particular events or projects strongly related to the set.	Check Hensen Manual to establish form of entry. Enter in alphabetical order, separated by periods and hard returns. Optional.
Assoc_places (Associated places)	Names of geographical places strongly related to the set.	Use geographic name used on documents. Use Webster's Geographical Dictionary for authorized spellings, etc. Enter alphabetized in order city, state, country (e.g. little to big). Separate entries with periods and hard returns. Optional.
Publications	Titles and publication information of publications included in the set.	Use modified Chicago format for bibliographic citation. Enter in alphabetical order by author. Optional.
Location	Information that identifies the box, folder and set location of the paper documents.	Box # Folder # Set #/#. Required.
Pref_citation (Preferred citation)	Elements that must be included in a citation to this set.	Use standard wording. (See Reference Manual Part Four: Set records.) End entry with a period. Required.
OCRd_text	Incompletely edited ASCII translations of images from the set, for documents of sufficient print quality and importance.	Follow OCR guidelines for choosing what to OCR. Edit minimally. Optional.

Organization Vita View

Field	Content	Standards
Item_number	Sequential number automatically assigned by KLARS when record is created.	Required.
Record_type	Name of record type, e.g. Organization	Capitalize first letter. Required. Do NOT end with period.
Main_entry	The full name of the organization and any known alternate forms of name.	Check Organizations List for authorized form of entry. Put acronym and any other names by which the organization is known in square brackets, separated by semicolons, e.g. [CPAE; The Commission]. End entry with a period. Required.
KLARS_source	Name of the person(s) who created (compiled, edited) the vita, and date of creation.	Last name first. End entry with a period. Required.
Strategy_hints (Search strategy hints)	Suggestions to researchers for further information, e.g. location of the organization's papers, links to other papers available on KLARS, etc.	Separate hints with periods and hard returns. Optional.
Bio/hist_note (Biographical/historical note)	Brief descriptive history of the organization, mentioning predecessor or successor organizations, major shifts of interest, etc. Also source(s) of information used.	For long entries, separate paragraphs with two hard returns. Source of information follows the data on a new line, in square brackets using modified Chicago citation format, with titles in capital letters. Required.
Summry_descrip (Summary description)	Brief description of mission, function and structure of the organization, followed by source citation(s)	Follow order mission, function and structure. For long entries, separate paragraphs with two hard returns. Source of information follows the date on a new line, in square brackets, using modified Chicago citation format, with titles in capital letters. Required.

Field	Content	Standards
Begin_date	Date when the organization was founded. May be more than one date, if sources conflict.	Use format yyyymmdd. For uncertain day yyyymm00. For uncertain month yyyy0000. For known decade, yyyy9999. (Use first year of decade.) Date unknown: 00000000. Use only digits in this field. Required. Do NOT use any punctuation.
Source_B-date (Source of begin date)	Source of information about the founding date.	Use modified Chicago citation format, with titles in capital letters. Enter sources in same order as they are listed in begin date field. End entry with a period. Required.
End_date	Date when the organization ceased to exist. May be more than one date, if sources conflict.	Use format yyyymmdd. For uncertain day yyyymm00. For uncertain month yyyy0000. For known decade yy9999, (Use first year of decade) Date unknown: 00000000. Use only digits in this field. Optional. Do NOT use any punctuation.
Source_E_date (Source of end date)	Source of information about the date of cessation.	Use modified Chicago citation format, with titles in capital letters. End entry with a period. Optional.
Assoc_subjects (Associated subjects)	Topics of great interest to the organization, followed by source citations.	Take terms from KAET, and enter entirely in upper case. When a specific word or phrase should be included but is not in the thesaurus, enter it in both upper and lower case to show that it is not in the controlled vocabulary. Separate topics with a period followed by a return. Enter in alphabetical order. Source of data follows the entry, in square brackets, using modified Chicago citation format, with titles in capital letters. Optional.

Field	Content	Standards
Assoc_people (Associated people)	Names of major figures in the life of the organization, followed by source citations.	Check Names List for consistency. Enter names, last name first, in alphabetical order with a period at the end and a hard return between names. Source of data follows the entry, in square brackets, using modified Chicago citation format, with titles in capital letters. Optional.
Assoc_organiz (associated organizations)	Names of organizations affiliated with the organization being described, followed by source citations.	Check Organizations List for consistent form of entry. Order hierarchies big to little separated by space double hyphen, space. List in alphabetical order, separated by periods and hard returns. Put acronyms in brackets after full names. Source of data follows the entry, in square brackets, using modified Chicago citation format, with titles in capital letters. Optional.
Assoc_evnt/prj (Associated events & projects)	Particular events or ongoing projects for which the organization is known, followed by source citations.	Check Hensen Manual to establish form of entry. List in alphabetical order, separated by periods and hard returns. Source of data follows the entry, in square brackets, using modified Chicago citation format with titles in capital letters. Optional.
Assoc_places	Places strongly associated with the organization being described, followed by source citations.	Use geographic name used at time of activity in cases where names have changed. Use Webster's Geographical Dictionary for authorized spellings, etc. Order elements small to large (e.g. City, State, Country) Enter in alphabetical order, separated by periods and hard returns. Source of data follows the entry, in square brackets, using modified Chicago citation format with titles in capital letters. Optional.
Publications	Publications produced or edited by the organization.	Use modified Chicago citation format, with titles in capital letters. Enter in alphabetical order. Optional.

Field	Content	Standards
References_to	Publications describing the organization.	Use modified Chicago citation format, with titles in capital letters. Enter in alphabetical order. Optional.
Location	Address of organization	Very optional.
Pref_citation (Preferred citation)	Elements a researcher would need to include in a citation to the vita.	Use standard wording. (See Reference manual, Part Four: Organization vitae.) End entry with a period. Required.
OCRd_text	ASCII translation of any images attached to the vita record.	Edit sparsely. Very optional.

Person Vita View

Field	Content	Standards
Item_number	Sequential number automatically assigned by KLARS when record is created.	Required.
Record_type	Name of record type, e.g. Person.	Capitalize first letter. Required. Do NOT use period at end.
Main_entry	The person's full name and alternate forms of name.	Check Names List for authorized form of entry. Put nicknames and/or any other alternate names by which the person is known on a new line in square brackets separated by semicolons. e.g. [A.A. Liveright; Sandy Liveright]. End entry with a period. Required.
KLARS_source	Name of the person(s) who created the vita, and date of creation.	End entry with a period. Required.
Strategy_hints (Search strategy hints)	Suggestions to researchers for further research on the person, e.g. location of the person's papers, links to other papers available on KLARS, etc.	Separate listed hints with periods followed by hard returns. Optional.
Bio/hist_note (Biographical/historical note)	Highlights of personal and professional life. Also, notes that don't fit elsewhere but seem important, e.g. awards and honors, followed by source citations.	Enter any dates in form yy-mm-dd. For long entries, separate paragraphs with two hard returns. Source of information follows the data on a new line, in square brackets, alphabetically by author's last name. Use modified Chicago citation format, with titles in capital letters. Required.
Begin_date	Person's birth date. May be more than one if sources conflict.	Use format yyyymmdd. For uncertain day: yyyymm00. Unknown: 00000000. Hard return between dates if more than one. Use only digits in this field. No punctuation. Required.

Field	Content	Standards
Source_B_date (Source of begin date)	Source(s) of information about the begin (birth date).	Cite in order mentioned in begin_ date field, using modified Chicago bibliography format with titles in capital letters. End entry with a period. Required.
End_date	Death date. May be more than one if sources conflict.	Use format yyyymmdd. For uncertain day: yyyymm00. For uncertain month: yyyy0000. Unknown: 00000000. Hard return between dates if more than one. Use only digits in this field. No punctuation. Optional.
Source_E_date (Source of end date)	Source(s) of information about the end (death date).	Cite in order mentioned in End_date field, using modified Chicago bibliography format with titles in capital letters. End entry with a period. Optional.
Education	Information about the person's formal education, e.g. years, degrees, major subject(s), institution, institution location followed by source citations.	Organize data in this order: Inclusive years, double underscore, degrees, major subject(s), institution. Separate sets of information with periods and hard returns. Enter in chronological order, earliest first. Source of data follows the entry in square brackets, using modified Chicago bibliographic citation format with titles in capital letters, in alphabetical order by author, source separated with semicolons. Optional.
Work_history	Chronology of positions the person has held, (dates, position, organization, place) followed by source citations.	Enter in chronological order, year(s) first. Follow years with a double underscore. Separate entries with periods and hard returns. Source of data follows the entry, in square brackets, using modified Chicago bibliographic citation format with titles in capital letters. Required.

Field	Content	Standards
Assoc_subjects (Associated subjects)	Topics of great interest to the person, followed by source citations.	Take terms from KAET, and enter entirely in upper case. When a specific word or phrase should be included but is not in the thesaurus, enter it in upper and lower case to show that it is not in the controlled vocabulary. Alphabetize topics and separate with periods followed by hard returns. Source of data follows the entry, in square brackets, using modified Chicago bibliographic citation format with titles in capital letters. Optional.
Assoc_people (Associated people)	Names of major associates, e.g. mentors, teachers, important students, colleagues, followed by source citations.	Check Names List for consistency. Enter names, last name first, in alphabetical order with a period at the end. Additional information about a person can be added if appropriate. Separate entries with hard returns. Source of data follows the entry, in square brackets, using modified Chicago bibliographic citation format, with titles in capital letters. Optional.
Assoc_organiz (Associated organizations)	Names of professional organizations to which the person belonged, with dates and offices held if possible, followed by source citations.	Check Organizations List for consistent form of entry. Order hierarchies big to little, separate components with space double hyphen space. Enter in alphabetical order. Separate with periods and hard returns. Put acronyms in brackets after full names. Source of data follows the entry, in square brackets, using modified Chicago bibliographic citation format with titles in capital letters. Optional.

Field	Content	Standards
Assoc_evnt/prj (Associated events & projects)	Names of particular events or ongoing projects with which the person was strongly associated, followed by source citations.	Check Hensen Manual to establish form of entry. List in alphabetical order, separated by periods and hard returns. Source of data follows the entry, in square brackets, using modified Chicago citation format with titles in capital letters. Separate citations with semicolons. Optional.
Assoc_places	Names of places strongly associated with the person being described, followed by source citations.	Use geographic name used at time of activity in cases where names have changed. Use Webster's Geographical Dictionary for authorized spellings etc. Order elements small to large (e.g. city, state, country). Enter in alphabetical order, separated by periods and hard returns. Source of data follows the entry, in square brackets, using modified Chicago citation format with titles in capital letters. Separate citations with semicolons. Optional.
Publications	Citations for publications written or edited by the person.	Use modified Chicago bibliographic citation format with titles in capital letters. Enter in alphabetical order. Leave a blank line between citations. If an extensive bibliography exists, it can be appended in image form. Optional.
References_to	Citations to biographical and/or interpretive materials about the person or his or her work.	Use modified Chicago citation format with titles in capital letters. Enter in alphabetical order by author. Optional.
Location	Person's address	Very optional. Include date if known.
Pref_citation (Preferred citation)	Elements a researcher would need to include in a citation to the vita.	Use standard wording. (See Part Four: Person Vitae) End entry with a period. Required.
OCRd text	ASCII translation of any images attached to the vita record.	Edit sparsely. Very optional.

Subject Vita View

Field	Content	Standards
Item_number	Sequential number automatically assigned by KLARS when the record is entered.	Required.
Record_type	Name of record type, e.g. Subject.	Capitalize first letter. Required. Do NOT use punctuation.
Main_entry	Full keyword, followed by other terms the keyword is Used For (UF), e.g. equivalent terms.	Keyword or phrase must be a legal descriptor from KAET. Enter keyword in upper case, followed by a period and a hard return. Alternate terms (UF:used for) are listed on a new line in square brackets.
KLARS_source	Name of the person(s) who created (compiled, edited) the vita, and date of creation.	Last name first. Enter date in form yy-mm-dd. End entry with a period. Required.
Strategy_hints (Search strategy hints)	Scope note. Definitions and restrictions on use.	Enter SN: (Scope Note). Follow with one space and text as it appears in KAET without italics. Required if in KAET.
Summry_descrip	Suggests to the user appropriate terms by listing Broader Terms (BT) and Narrower Terms (NT) in KAET hierarchy.	List terms from one level higher and one level lower in KAET. Enter BT: (Broader Term). Follow with one space and broader term. Repeat for each broader term, all in capital letters, in alphabetical order, separated by periods and hard returns. Enter NT: (Narrower Term). Follow with one space and narrower term. Repeat for each narrower term, all in capital letters, in alphabetical order separated by periods and hard returns. Required if in KAET.
Assoc_subjects	Related Terms (RT) from KAET.	Enter RT: (Related Term). Follow by one space and term identified as RT in KAET. Repeat as necessary. Enter all in capital letters, in alphabetical order Separate with periods and hard returns. Required if in KAET.

Field	Content	Standards
Pref_citation (Preferred citation)	Elements a researcher would need to include in a citation to the vita.	Use standard wording (See Reference Manual, Part Four, Subject vitae). End entry with a period.

APPENDIX B: AUTHORITY LISTS

APPENDIX B.1 — FORM/GENRE LIST

Abstracts
Account_books
Accounts
Address_books
Advertisements
Aerial_views
Affidavits
Agendas
Agreements
Albumen_prints
Albums
Almanacs
Ambrotypes
Annals
Announcements
Annual_reports
Annuals
Anthologies
Applications
Appointments
Appointment_books
Appraisals
Architectural_drawings
Archival_finding_aids
Articles
Articles_of_incorporation
Artifacts
Atlases
Attachments
Attendance_records
Auction_catalogs
Audits
Autobiographies
Autographs
Awards
Balance_sheets
Ballots
Bank_drafts
Bank_statements
Bankbooks
Bankruptcy_proceedings

Baptismal_records
Baseball_cards
Bibliographies
Bids
Bills_(financial)
Bills_(legislative)
Bills_of_lading
Biographical_dictionaries
Biographies
Birth_certificates
Blotters
Blueprints
Bonds_(financial_instruments)
Bookplates
Breviaries
Briefs
Broadsides
Brochures
Budgets
Building_codes
Building_permits
Bulletins
Business_cards
Bylaws
Cadastral_maps
Calendars
Calling_cards
Calotypes
Carbon_prints
Card_catalogs
Cartoons
Case_files
Case_histories
Cashbooks
Catalogs
Catechisms
Censuses
Certificates
Certificates_of_incorporation
Chapbooks
Charters
Charts
Check_stubs
Checkbooks
Checks
Christening_books

Chronicles
Cigarette_cards
Citizenship_papers
Claims
Clippings
Clothing_patterns
Codes
Collages
College_catalogs
Coloring_books
Commissions
Commonplace_books
Concordances
Constitutions
Contour_maps
Contracts
Conveyances
Correspondence
Currency
Curricula
Curricula_vitae
Cyanotypes
Daguerreotypes
Daybooks
Death_certificates
Decisions
Declarations
Decrees
Deeds
Depositions
Diagrams
Dialogues
Diaries
Dictionaries
Dime_novels
Diplomas
Directories
Discharges
Dispatches
Dissertations
Dockets
Drafts_(financial)
Drafts_(preliminary_versions)
Drawings
Election_returns
Elegies

Engravings
Envelopes
Ephemera
Erotica
Essays
Estimates
Etchings
Eulogies
Examinations
Exhibition_catalogs
Festschriften
Fiction
Field_notes
Flora
Flowcharts
Franchises
Galley_proofs
Gazetteers
Gazettes
Genealogies
Geologic_maps
Glass_plate_negatives
Grade_books
Graphs
Gravures
Greeting_cards
Guest_registers
Guidebooks
Handbills
Heliotypes
Histories
Holograms
Hornbooks
Hymnals
Hymns
Illustrations
Indentures
Indexes
Indictments
Indulgences
Inquests
Insignia
Insurance_maps
Insurance_policies
Interviews
Inventories

Invitations
Invoices
Itineraries
Journals_(bookkeeping)
Journals_(notebooks)
Journals_(periodicals)
Juvenilia
Labels
Laboratory_notebooks
Laboratory_notes
Land_grants
Lantern_slides
Laws
Leases
Lecture_notes
Lectures
Ledgers
Letter_sheets
Letterheads
Letterpress_copybooks
Letters
Letters_of_administration
Letters_of_credit
Letters_of_marque
Letters_patent
Letters_testamentary
Lettres_de_cachet
Librettos
Licenses
Lists
Lithographs
Logbooks
Logs
Manifestoes
Manifests
Manuals
Manuscripts_(for_publication)
Maps
Marriage_certificates
Marriage_licenses
Mechanical_drawings
Medical_records
Memoirs
Memorabilia
Memoranda
Menus

Meteorological_records
Military_passes
Miniatures
Minutes
Missals
Monographs
Montages
Motion_pictures
Musical_scores
Muster_rolls
Nautical_charts
Newsletters
Newspapers
Notebooks
Notes_(financial)
Oaths
Obituaries
Oral_histories
Orders
Organizational_charts
Outlines
Overlays
Page_layouts
Paintings
Pamphlets
Pardons
Passports
Patents_(land)
Patents_(licenses)
Payrolls
Pedigrees
Periodicals
Personnel_records
Petitions
Photomechanical_reproductions
Photonegatives
Photoprints
Pictures
Plaques
Platinum_prints
Plats
Playbills
Playing_cards
Poems
Portraits
Postal_cards

Postcards
Posters
Powers_of_attorney
Prayer_books
Prayers
Press_releases
Primers
Prints
Proceedings
Proclamations
Profit_and_loss_statements
Programs
Prompt_books
Prospectuses
Questionnaires
Racing_forms
Receipts
Recipes
Registers
Registrations
Regulations
Releases
Reminiscences
Reports
Reprints
Requisitions
Resolutions
Resumes
Reviews_(Criticism)
Road_maps
Rolls
Rubbings
Salt_prints
Satires
Schedules
Scrapbooks
Scripts
Sermons
Sheet_music
Ship's_papers
Silhouettes
Sketchbooks
Sketches
Slides
Software
Soil_maps

Songs
Souvenirs
Specifications
Speeches
Statistics
Statutes
Stencils
Stereographs
Stock_certificates
Studbooks
Subpoenas
Summonses
Surety_bonds
Surveys_(land)
Syllabi
Tables
Tax_returns
Telegrams
Testimonials
Testimonies
Textbooks
Thesauri
Theses
Tickets
Time_cards
Time_sheets
Timetables
Tintypes
Topographic_maps
Tracings
Tracts
Trade_cards
Trade_catalogs
Trade_publications
Trademarks
Transcripts
Transparencies
Treaties
Treatises
Visas
Vital_statistics
Vouchers
Warrants
Wills
Woodcuts
Workbooks

Writs
X-ray_photographs
Yearbooks

B.2 - KLARS ORGANIZATION AUTHORITY LIST

Printed August 6, 1990

Compiled by Peter Hammon and Molly Fulton

Adult Education Association of Massachusetts [AEA-M].
Adult Education Association of the U.S.A. [AEA-USA].
Adult Education Research Conference [AERC].
African Adult Education Association [AAEA].
Algonquin College of Applied Arts & Technology.
American Association for Adult and Continuing Education [AAACE].
American Association for Adult Education [AAAE].
American Association of Higher Education [AAHE].
American Association of School Administrators [AASA].
American Association of University Professors [AAUP].
American Council on Education [ACE].
American Foundation for Continuing Education [AFCE].
American Foundation for Political Education [AFPE].
American Labor Education Service [ALES].
American Library Association [ALA].
American Society for Training and Development [ASTD].
American Society of Psychical Research (1906-).
Association of Continuing Higher Education [ACHE].
Association of Deans and Directors of University Evening Colleges.
Association of State Universities and Land-Grant Colleges.
Association of University Evening Colleges (U.S.) [AUEC].
Association of Urban Universities [AUU].
Boston University [B.U.] -- School of Education.
California -- State Board of Education -- Advisory Committee on Adult Education.
Center for the Study of Liberal Education for Adults [CSLEA].
Coalition of Adult Education Organizations [CAEO].
Commission of Professors of Adult Education [CPAE].
Continuing Library Education Network and Exchange [CLENE].
Cooperative Assessment of Experiential Learning (Project) [CAEL].
Council for the Advancement of Experiential Learning (U.S.) [CAEL].
ERIC [Educational Resources Information Clearinghouse] Clearinghouse on Adult Education [ERIC/AE].
Federal Council of the Churches of Christ in America.
Fellowship of Faith.
Fellowship of Reconciliation (U.S.).
Florida State University.
Fund for Adult Education (U.S.) [FAE].
General Electric Company [GE].
Girl Scouts of the United States of America [GSA].
International Community College.
International Congress of University Adult Education [ICUAE].

International Federation of Training and Development Organizations [IFTDO].
Johns Hopkins University -- Evening College.
Labor Temple (Presbyterian).
Laubach Literacy International [LLI] -- National Affiliation for Literacy Advance [NALA].
Laubach Literacy International [LLI] -- New Readers Press.
Laubach Literacy International [LLI].
Library of Continuing Education [LCE].
Lutheran Church Women.
McBer and Company.
Missouri Valley Adult Education Association.
National Academy for Health Inservice Education [NAHIE].
National Association for Public & Continuing Adult Education [NAPCAE].
National Association for Public School Adult Education [NAPSAE].
National Association of Public School Adult Educators [NAPSAE].
National Center for Education Statistics.
National Education Association of the United States [NEA].
National Education Association of the United States [NEA]. Dept. of Adult Education.
National Educational Television and Radio Center [NET].
National Institute for Mental Health (U.S.) [NIMH].
National University Consortium.
National University Continuing Education Association (U.S.) [NUCEA].
National University Extension Association [NUEA].
Ontario Institute for Studies in Education [OISE].
Peace Corps (U.S.).
Presbyterian Church in the U.S.A.
Project Head Start (U.S.).
Southern Regional Education Board [SREB] -- Adult Basic Education -- Staff Development Project -- Southeastern Region.
Syracuse University [SU] -- School of Education.
Syracuse University [SU] -- School of Journalism.
U.S. National Commission for UNESCO [United Nations Educational,
Unesco [United Nations Educational, Scientific and Cultural Organization].
Union Theological Seminary (New York, N.Y.).
United States [U.S.] Civil Service Commission.
University Council on Education for Public Responsibility [UCEPR].
University of California (System) -- University Extension.
University of California, Los Angeles [UCLA].
Western Training Laboratory [WTL].
World Confederation of Organizations of the Teaching Profession [WCOTP].
Young Men's Christian Associations [YMCA].
Young Women's Christian Associations [YWCA].
Youth Opportunity Board of Greater Los Angeles.

B.3 - KLARS PERSONAL NAME AUTHORITY LIST

Printed August 7, 1990

Compiled by Molly Fulton and Peter Hammon

Abercrombie, Gurth I.
Aker, George F.
Alter, Henry G.
Armstrong, Mary
Axford, Roger W.
Barnes, Harry Elmer
Beatty, Paulette T.
Blakely, R. J.
Boshier, Roger
Bradford, Leland Powers
Brandenburg, Earnest
Bruce, Robert L.
Burrichter, Arthur W.
Cadman, Samuel Parkes
Carey, James T.
Carlson, Robert A.
Caswell, Robert E.
Charters, Alexander N.
Charters, Margaret
Chertow, Doris
Collings, Mary L.
Cookson, Robert S.
Copeland, Royal Samuel
Copeland, Harlan G.
Cowan, William Wallace
Davey, Elizabeth Cleasby
Davey, Harold W.
Davey, Mary
Davis, Granville Daniel
DeCrow, Roger
Derrickson, Howard
Deters, Richard T.
Diekhoff, John Simeon
Dowling, William D.
Dreiser, Helen (Patges)
Dreiser, Theodore
DuBois, Eugene Eli
DuBois, Philip H.
Durant, Will
Eason, Richard
Eddy, George Sherwood
Eddy, James R. D.

Essert, Paul L.
Even, Mary Jane
Fellenz, Robert A.
Field Phyllis F.
Fletcher, C. Scott
Fosdick, Harry Emerson
Gannett, Lewis Stiles
Gill, Stanley A.
Gipson, Priscilla
Goldman, Freda H.T
Gordon, Morton
Grabowski, Stanley M.
Griffin, Virginia (Virginia R.)
Griffith, William
Griffith, William S.
Hallenbeck, Wilbur Chapman
Hand, Samuel E.
Haygood, Kenneth
Hays, Arthur Garfield
Heckscher, August
Hendrickson, Andrew
Hillman, Sidney
Holden, John Bernard
Holmes, John Haynes
Holsapple, Cortrell K.
Hoover, Charles
Houle, Cyril Orvin
Ingham, Roy
Jacques, Joseph W.
Jensen, Glenn S.
Johnson, Eugene I.
Kempfer, Homer
Kendall, Ralph
Kidd, J. R.
Knowles, Malcolm Sheperd
Knox, Alan Boyd
Kreitlow, Burton W.
LaGuardia, Fiorello H. (Fiorello Henry)
Lang, Daniel R.
Laubach, Robert S. (Robert Seely), d1918)
Laubach, Frank Charles, d1884)1970
Laubach, Effa S., d1882)1973
Leaky, Meredyth A.
Lehman, Herbert H. (Herbert Henry)
Lewis, J. L. (John L.)
Litchfield, Ann

Liveright, Alexander Albert.
Long, Fern
Long, Huey B.
Love, Robert A.
Luke, Robert A.
Markham, Edwin
Mason, David E., d1928)
Mason, Robert C.
Matre, Richard A.
McClusky, Howard Y.
McGee, Howell
McMahon, Ernest Edward
Menlo, Allen
Mezirow, Jack
Miller, Harry L.
Mueller, Elmer A.
Mumma, Richard A.
Muste, A. J. (Abraham John)
Nelson, Charles A.
Neuffer, Frank R.
Niebuhr, Reinhold
Niemi, John A.
Nisonger, Herschel W.
Nolfi, George J. Jr.
Nolte, Julius M. (Julius Mosher)
Nye, Gerald Prentice
Ohliger, John
Okes, Imogene E.
Overton, George W.
Page, Kirby
Paisley, Matilda G.
Park, Rosemarie J.
Parker, James T.
Parkinson, George A.
Peale, Norman Vincent
Pollock, Channing
Powys, John Cowper
Reed, Bernard W. (Bernard Webster)
Reed, Kenneth W.
Richards, George H.
Riddle, Kenneth W.
Rochte, Newton C.
Roosevelt, Franklin D. (Franklin Delano)
Russell, George
Schram, Lloyd W.
Schroeder, Wayne

Schwertman, John B.
Selma, Gordon
Sharer, Robert E.
Sheats, Paul H.
Siegle, Peter E.
Simpson, Edwin
Smith, Alfred Em
Smith, Robert M.
Smith, Wendell
Snyder, Robert E.
Sork, Thomas J.
Speers, Thomas Guthrie
Spence, Ralph Beckett
Spengler, Edwin Harold
Spikes, W. Franklin
Steele, Sara M.
Thiede, Wilson B.
Thomas, Norman
Thompson, Robert E.
Tjerandsen, Carl
Tough, Allen
Trainor, William J.
Vaughan, Marilyn M.
Veri, Clive C.
Verner, Coolie
Villard, Oswald GarrisonT
Walker, John James
Whipple, James B.
Wientge, King M.
Wiggs, Garland D.
Wilhelm, Theodor
Williams, David C.
Williams, Harold S.
Wise, Stephen S. (Stephen Samuel)
Wiser, Betty H.
Wood, Clement
Ziegler, Warren L.

B.4 - OTHER AUTHORITY REFERENCES

- For subject and concept terms, consult the *Kellogg Adult Education Thesaurus* (KAET)

- For KLARS command summaries, refer to the *Library Archive and Retrieval System Trainer's Reference Guide*

APPENDIX C - ADULT AND CONTINUING EDUCATION RESEARCH COLLECTION - AN ABRIDGED DESCRIPTION

Syracuse University Libraries
George Arents Research Library

ADULT EDUCATION ASSOCIATION OF THE UNITED STATES (AEA), 1924 - 1968; 36 boxes.

The American Association for Adult Education and the National Education Association dissolved in 1951 to form the AEA. The AEA's expressed goals were to further education as a process throughout life, to assist professional and non-professional adult educators, and to cooperate with adult education agencies internationally. AEA interests are reflected in its commissions, among them: the Commission on Research in Adult Education, the Council of State Associations, the Commission of Professors of Adult Education (CPAE), and the Commission on Adult Basic Education.

The many subject areas within the records include: Community College Education, Community Development, Liberal Adult Education, Mass Media in Education, and Training in Professional Development.

There is much correspondence between important educators, including: Andrew Hendrickson, Eugene Johnson, Malcolm Knowles, Paul Sheats, Cyril Houle, Herbert Hunsaker, Homer Kempfer, A. A. Liveright, and Howard McClusky.

Some materials from two other national organizations are also included: the Council of National Organizations and the National Association of Public School Adult Education (NAPSAE).

See also: AUEC, CSLEA, CPAE, Andrew Hendrickson, Joseph Jacques, A. A. Liveright, NAPSAE, NUEA, Robert Sharer, and Paul Sheats.

ADULT EDUCATION RESEARCH CONFERENCE (AERC), 1969 - 1971, 2 boxes.

The twelfth annual AERC was held in New York in 1971. This collection of the AERC papers contains correspondence on arrangements for the conference, evaluations of the conference submitted by the participants, lists of registrants, and other data.

GEORGE F. AKER PAPERS, 1957 - 1985; 7 boxes

George F. Aker was born June 2, 1927. He held faculty positions at the universities of Missouri, Wisconsin, and Chicago. In 1963 he joined the faculty of Florida State University at Tallahassee.

An activist in national adult education organizations, Aker was a member of the AEA, and its president from 1969-1970. He also served on the board of directors for NAPSAE from 1963 - 1970. He was the author of several books, including the "Handbook of Adult Education" (1970). Aker's

major professional interests were in the development of graduate study and research programs in adult education, and in psychological research to improve efficiency of adult learning, especially among the disadvantaged and in third world countries.

See also: Charters, Henrickson, Houle, Knowles, Liveright, Sheats, AEA, NAPSAE.

AMERICAN FOUNDATION FOR CONTINUING EDUCATION (AFCE), 1947 - 1965, 38 boxes.

Originally called the American Foundation for Political Education (AFPE), the AFCE was founded in 1947 to develop materials for liberal education in politics, law, and international affairs. From 1951 - 1965 it was supported largely by the Fund for Adult Education (FAE) and expanded its interests to include economics, science, the arts, and the humanities. The cross-references contained in these records are far too numerous to summarize.

ASSOCIATION OF UNIVERSITY EVENING COLLEGES (AUEC), 1927 - 1973, 34 boxes.

The AUEC, which changed its name in 1973 to the Association for Continuing Higher Education (ACHE, unprocessed), was founded in 1939 by directors of 27 evening college programs, affiliated with the American Association of Urban Universities (AAUU). Its purpose was to study the problems of evening colleges and to provide a forum for evening college administrators. It recognized the importance of continuing education in cooperation with other organizations. The relationship with the National University Extension Association (NUEA) has been particularly close.

The collection is drawn from the files of officers. Major correspondents include: Alexander Charters, A. A. Liveright, Bernard Reed, and Edwin Spengler.

Collection materials include proceedings, clippings, photographs, and agenda. There is also a subject file on other adult education organizations.

LALAGE J. BOWN PAPERS, 1961 - 1980, 7 boxes.

These papers pertain to conferences, seminars, and workshops held by various adult education organizations across Africa. There is printed material related to continuing education programs at several colleges and universities in Africa, Hong Kong, India, and the West Indies. The organizations include: African Adult Education Association; Distance Learning Association (formerly the Botswana, Lesotha, Swaziland Correspondence Committee); International Congress of University Adult Education; Nigerian National Council for Adult Education; UNESCO.

CENTER FOR THE STUDY OF LIBERAL EDUCATION FOR ADULTS (CSLEA), 1951 - 1969, 84 boxes and 19 packages.

Established in 1951 with a grant from the Fund for Adult Education (FAE), the CSLEA's purpose was to work with universities seeking to initiate adult education programs, and to help higher education develop a greater sense of responsibility toward the education of adults. The Center produced an experimental study discussion guide for use in evening colleges. Later it focused on the quality of administrative leadership, faculty performance, and the status of continuing education in universities. In 1956, the CSLEA's services were extended to include the member institutions of the National Education Association (NEA).

Correspondents include: James Carey, Frieda Goldman, Morton Gordon, A. A. Liveright, and James Whipple. James B. Whipple is the author of a history of the CSLEA, and the manuscripts of Whipple and A. A. Liveright are strongly represented.

Important groups of material include: The Carey Study, the Arts Project, the Evaluation Project, Liberal Education for Specialists, the Negro College Program, and the Leadership Conference.

ALEXANDER N. CHARTERS, PAPERS, 1948 - 1971, 2 boxes.

Professor Emeritus of Adult Education, Charters was Dean of University College (1952 - 64) and University Vice-President for Continuing Education (1964 - 73) at Syracuse University. He has been active in many national and international adult education organizations, including CSLEA, ICUAE, and director of the U.S. National Commission to UNESCO. Because of his administrative roles at Syracuse, the bulk of his papers reside in the University Archives.

See also: AEA, AFCE, AUEC, FAE, NUEA, and the Galaxy Conference. In the Archives see also: University College, Division of the Summer Session, Division of International Programs Abroad, East European Language Program, and Bureau of School Services.

COALITION OF ADULT EDUCATION ORGANIZATIONS (CAEO), 1967 - 1968, 4 boxes.

At the conclusion of the December, 1969 Galaxy Conference, the CAEO ratified a constitution. It included the AEA, ALA (American Library Association), AVA (American Vocational Association), AUEC, CSLEA, CPAE, and the NUEA. Its purposes were to identify and focus on major adult education issues, to facilitate joint planning and projects among members, to be an information resource and consulting service, and to promote government support.

COMMISSION OF PROFESSORS OF ADULT EDUCATION (CPAE), 1953 - 1984, 13 boxes, 120 tapes, 2 film reels, 4 slide carousels.

Founded in 1957, the CPAE was affiliated with the AEA and is now connected with the AEA's successor, AAACE. Its objectives have been to strengthen graduate programs in adult education, to be aware of research in the field, to support the efforts of graduate students, and to provide consulting services to universities. It has been extensively concerned with the professionalization of adult education.

See also: AEA, AUEC, CSLEA, NAPCAE, NUEA, Cyril Houle, Malcolm Knowles, Howard McCluskey.

ERIC CLEARINGHOUSE ON ADULT EDUCATION (ERIC/AE), 1962 - 1973, 12 boxes.

ERIC/AE was sponsored by the Education Resources Information Center (ERIC) of the U.S. Office of Education. At Syracuse University it was a direct outgrowth of the University's own Library of Continuing Education, a storehouse of information on adult education. A primary function of ERIC/AE was printing adult education materials, including bibliographies, analytical reviews, Basic Literature Sources, Current Literature Sources, and newsletters. In 1972 ERIC/AE moved to Illinois and later to Ohio State University, where it is part of the ERIC Clearinghouse on Adult, Career, and Vocational Education.

FUND FOR ADULT EDUCATION (FAE), 1950 - 1969, 97 boxes and 1 package.

The FAE was established and funded by the Ford Foundation in 1951. Its purpose was to encourage liberal adult education in political, economic, and international affairs. It also helped establish the Educational Television Network (ETV) in the U.S. The FAE financed the Test Cities Experiment, which was an effort to stimulate adult education community by community. There are important materials on urban development, civil rights, women in the workplace, the Peace Corps, VISTA, and science education after SPUTNIK.

There are considerable data on the following projects: "Great Men, Great Issues," "Meet the Humanities," "Ways of Mankind," and the "Experimental Discussion Project."

An overview of FAE activities is in box 97, and is entitled: "The Challenge of Lifetime Learning: Continuing Liberal Education, Report 1955 - 1957."

See also: AEA, AFCE, AUEC, CSLEA, NAPSAE, NUEA, Andrew Hendrickson, Joseph Jacques, A. A. Liveright, and Paul Sheats.

GALAXY CONFERENCE (1969), 1964 - 1970, 3 boxes.

The Galaxy Conference of adult education organizations was held in Washington, D. C. in 1969. It was the outgrowth of the Conference of Adult Education Organizations convened in 1964. It was to act as liaison between

major professional associations in the field, focusing on common concerns. By 1969 19 organizations were participating.

See also: AEA, AUEC, CAEO, CPAE, ICUAE, NAPCAE (NAPSAE), NUEA, UCPER, and Alexander Charters.

EVA ELISE VOM BAUR HANSL, 1889 - 1978, 35 boxes. In addition, 43 boxes, partially processed with a draft inventory, of women's vocational materials.

Eva Hansl was a writer, editor, and pioneer in women's radio broadcasting. From 1910 on she was active in women's vocational issues. In the mid-1930s, she joined the Education Department of the New York Times, and for the next forty years continued her efforts on behalf of the education and employment of women. Among other activities, she supervised three network radio series: "Women in the Making of America," Gallant American Women" (both NBC), and during WWII "Womanpower" (CBS). The papers include speeches, correspondence, radio broadcast files, and, organized by herself, a printed file of "The Eva vB. Hansl Collection of Women's Vocational Materials, 1927 - 1967."

ANDREW HENDRICKSON, PAPERS, 1933 - 1971, 15 boxes.

Hendrickson served as assistant and associate professor in adult education at the Teacher's College of Columbia University. He was Director of Cooperative Education and Assistant Dean at Cleaveland College of Western Reserve University. In 1947 he became Professor of Education at Ohio State University. These papers focus on his work in the office at OSU, including his predecessor Herschel W. Nisonger, and his successor William D. Dowling. He was vice-president of the NEA and a member of the Delegate Assembly of the AEA.

There is much correspondence with leaders in the field, including: William Dowling, Cyril Houle, Homer Kempfer, Malcolm Knowles, Herschel Nisonger, and Coolie Verner.

See also: AEA and CPAE.

INTERNATIONAL CONGRESS OF UNIVERSITY ADULT EDUCATION (ICUAE), 1959 - 1968, 6 boxes.

The ICUAE was organized by a group of 35 adult educators from universities in 14 countries. They met in September, 1960 in Syracuse after the UNESCO World Conference on Adult Education in Montreal. It is concerned with all aspects of adult education carried on by universities world wide.

See also: CSLEA, Alexander Charters, A. A. Liveright, and Paul Sheats.

JOSEPH W. JACQUES, TAPE RECORDINGS, 1972, 21 reels of magnetic tape in 2 boxes.

Twenty-one extended taped interviews with leading adult educators, including: Mary Armstrong, Bradford Leland, Mary Louise Collings, Wilbur

Hallenbeck, Andrew Hendrickson, and Howard McCluskey. There is much free-wheeling discussion about formative education experiences, the educators' philosophies of living, and their beliefs concerning current trends in adult education in the U.S.

MALCOLM S. KNOWLES, PAPERS, 1930 - 1985, 66 boxes and 1 carton of cassette and video tapes, films, and graphics.

Early in his career, Knowles held administrative positions with the National Youth Administration in Massachusetts, and with YMCAs in Boston, Detroit, and Chicago. From 1951 - 1959 he was Executive Director of the AEA. He helped establish the CPEA and from 1960 - 1974 he was Professor of Education at Boston University. From 1974 - 1979 he taught as Professor of Adult and Community Education at North Carolina State University in Raleigh.

This collection includes Dr. Knowles' own papers and papers from various individuals, associations, organizations, and corporations with which he was affiliated in his long career, including: AEA, AAACE, ALA, CPAE, NUEA, UNESCO, YMCA, Boston University, General Electric, Girl Scouts of America, Ontario Institute for Studies in Education, George Aker, Cyril Houle, Alan Knox, Imogene Okes, and Betty Wiser. The correspondence is extensive, touching most major figures in the field and rich with Dr. Knowles' willingness to articulate his ideas on education.

THE LAUBACH COLLECTION, 1896 - 1974, 395 boxes, 10 cartons of films, plus scrapbooks and ledgers.

The Laubach Collection contains both the organizational records of Laubach Literacy International Incorporated, and the papers of Dr. Frank C. Laubach (1884 - 1970), its founder. Dr. Laubach, creator of the "Each One Teach One" literacy teaching method, was a missionary, educator, and author of more than 40 books. He is credited with teaching well over 60 million people to read. From 1930 - 1970 he traveled to 103 countries, developing primers in 312 languages, working with missions, private agencies, governments, U.S.A.I.D., the Peace Corps, and UNESCO. In 1955, he established Laubach Literacy International Inc., still headquartered in Syracuse. This non-profit organization continues his international efforts. The collection also contains the files of major figures in the organization, including Robert F. Caswell, Priscilla Gipson, Effa S. Laubach, Robert S. Laubach, and Edward Pitts. In addition, there are audio tapes, filmstrips, literacy journalism papers, motion pictures, newsletters, primers, photographs, scrapbooks, and slide/tape programs.

Frank Laubach's books concern life in the Philippines, challenges to world literacy, challenges to international technical assistance, and materials for teaching adults to read.

His huge correspondence includes world leaders and educators of all kinds, from Truman to Ghandi.

Volunteer adult literacy programs are still promoted and coordinated in the United States through Laubach Literacy Action, or LLA. New Readers Press, the publishing arm of Laubach Literacy, produces teaching materials and tutor training materials incorporating volunteer field experience.

ALEXANDER A. LIVERIGHT, 1934 - 1969, 7 boxes.

A. A. Liveright was director of CSLEA from 1956 until its dissolution in 1968. From 1967 - 1969 he was also associate professor in adult education at Syracuse University. Until 1965, the CSLEA was located in Chicago. It then became affiliated with Boston University.

As director of CSLEA, Liveright was involved in a wide range of adult education issues and programs. He was a leader in such international activities as the ICUAE.

See also: AUEC, CSLEA, CPAE, FAE, ICUAE, NUEA, Alexander Charters, and Paul Sheats.

NATIONAL ASSOCIATION OF PUBLIC SCHOOL ADULT EDUCATORS (NAPSAE), 1934 - 1964, 6 boxes.

Founded in 1952 to provide leadership for the development of adult education in public schools, NAPSAE was a department of the NEA (which accounts for the early dates on some documents) and was affiliated with the World Confederation of Organizations of the Teaching Profession. It assisted local adult education directors in developing and improving their programs and encouraged interest in adult education by superintendents, school boards, and the public. there are three sections to the papers: States Projects, Workshops, and other NEA affiliates, the latter primarily being the American Association of School Administrators (AASA) and the American Labor Education Service (ALES). NAPSAE was later known as National Association of Public and Continuing Educators (NAPCAE).

NATIONAL UNIVERSITY EXTENSION ASSOCIATION (NUEA), 1924 - 1968, 41 boxes.

The NUEA was founded in 1915 and composed of universities and colleges (mostly state universities) engaged in extension programs. It opened a Washington, D.C. office in 1965 and changed its name to the National University Continuing Education Association (NUCEA) in the 1980s. Its purpose is the development and advancement of ideals, methods, and standards in higher continuing education. Fifteen boxes of the papers deal with its Project Head Start Training Program which was funded by the Office of Education and directed by the Association (1965 - 1966).

See also: AUEC, CSLEA, CAEO, FAE, Galaxy Conference, A. A. Liveright, and Paul Sheats.

GEORGE A. PARKINSON PAPERS, 1937 - 1963, 1 box.

This is a collection of Parkinson's speeches, such as: "The Role of the Evening College in Community Education." Parkinson was a member of the

Milwaukee University of Wisconsin Extension and director of the Milwaukee Teachers College. He served many posts as board member and officer of AUEC. He was instrumental in bringing ETV to Milwaukee, and served ETV nationally as vice-president of the Midwest ETV Association.

See also: AUEC, NUEA.

PHOTOGRAPH COLLECTION, 1932 - 1975, 3 boxes and 2 packages.

Collected from many individuals and organizations, most of the photographs and slides date from the 1950s. FAE programs are the best represented. The photos are arranged alphabetically by organization and the majority of the people and places in the pictures are identified.

BERNARD W. REED PAPERS, 1915 - 1962, 3 boxes

At the University of Cincinnati Reed was assistant professor in the Evening College and Director of Informal Programs. From 1960 he was Dean of the School of Continuing Professional Studies at the Pratt Institute. He was also editor of "Who's Who in the AUEC."

This collection contains much primary material on the origins and history of the AUEC, along with some on the NUEA and the CSLEA for the years 1955 - 1962.

See also: AUEC, CSLEA, George Parkinson.

ROBERT E. SHARER PAPERS, 1943 - 1971, 2 boxes.

Sharer was chief of a division of the Michigan Department of Experimental Adult Education in the 1940s. Later he was Director of the Office of Adult Education Programs in Continuing Education and Director of the Evening College at Michigan State University. From 1968 - 1970 he was Executive Director of the AEA. Among his several other posts, he was vice-president of the NEA. These papers extend from Michigan State adult education programs and some other writings.

PAUL HENRY SHEATS PAPERS, 1925 - 1975, 103 boxes.

After a long career in education, Sheats joined the University of California as Associate Director of Extension in 1946. In 1958 he was named Dean of Extension. He was president of both the NEA and the AEA. He served as University Extension representative on the Executive Committee of the National Association of State Universities and Land-Grant Colleges. For six years he served on UNESCO's National Commission.

The Sheats papers are particularly strong in the periods immediately preceding and during World War II. Among his papers are extensive notes on a visit to Nazi Germany, as well as correspondence between Sheats and Dr. Theodor Wilhelm, Director of the Institute of International Education there. Wilhelm had a profound affect on the educational philosophy that Sheats presents in his book "Education and the Quest for a Middle Way," 1938. Sheats later helped develop public forums designed to foster greater civic awareness throughout the country. Sheats' role can best be understood

through his contributions to the Hamilton County Public Forum Project in Chattanooga, Tennessee.

Sheats' personal papers will be available in the near future.

SYRACUSE UNIVERSITY PUBLICATIONS IN CONTINUING EDUCATION (SUPCE), (1966 - 1971), 5 boxes.

This collection of SUPCE consists of draft copies (with some background material) of its books and anthologies. SUPCE was founded in 1968 to help meet the demand for quality studies in adult education. Funded in part by the Ford Foundation, it has been connected with the publications of both CSLEA and AFCE.

CLARENCE H. THOMPSON PAPERS, 1965 - 1973, 2 boxes.

Thompson was successively Director of the Evening Liberal Arts Program, Assistant Dean, and Dean of University College at Northwestern University. He served on the board of AUEC and was president from 1969 - 1970. He also served as president of the CAEO. These papers concern the regional and national affairs of the AUEC from 1966 - 1972.

WILLARD THOMPSON GALAXY CONFERENCE PAPERS, 1966 - 1970, 4 boxes

Thompson was associated with the Department of Journalism at the University of Minnesota and served as Dean of the General Extension Division and Summer Session. These papers concern the Wingspread Conference and the Galaxy Conference. They include papers from the Central Planning Group, the Advisory Committee, and the Public Relations Committee.

See also: AEA, CAEO, NUEA, Galaxy Conference, and Alexander Charters.

UNIVERSITY COUNCIL ON EDUCATION FOR PUBLIC RESPONSIBILITY (UCEPR), 1961 - 1964, 1 box

The Council began as an experimental division of the CSLEA. It was funded by the FAE and member universities. Members included presidents of cooperating schools and deans or directors. Materials relate to programs on urbanism and education for public responsibility.

COOLIE VERNER PAPERS, 1953 - 1972, 3 boxes.

Verner was professor of adult education at Florida State University from 1953 - 1961. Later he taught as a professor at the University of British Columbia. This collection is partial and contains a wide variety of correspondence involving FSU, Washington State University, UBC, the Canadian Association for Adult Education, and the ICUE.

NEW MATERIALS AND UNPROCESSED COLLECTIONS
(not yet available for research):

AEA/AAACE (sizeable)
Adult Student Personnel Association
AUEC/ACHE
Clearinghouse for Resources of Educators of Adults
CAEO
Council on Continuing Education
Andrew Hendrickson
Cyril Houle
Herbert Hunsacker
ICAUE
U.S. Department of Education (re: ABE & Adult Ed. Act of 1967).

Also available for research: The International Adult Ed. Pamphlet file and the Adult Ed. newsletter collection.

RELATED COLLECTIONS

The following manuscript collections in the George Arents Research Library, are related in various ways and degrees to adult education:

- Edmund Chaffee: minister & founder of the Labor Temple.
- Martha F. Crow: writer/lecturer; women in education.
- H. L. Custard: author & educator.
- W. R. Davey: educator.
- W. Dean Mason: gerontology & geriatrics.
- Osborne Family Papers: correctional education.
- James Pike: early 19th century teacher.
- D. C. Watson: art critic & lecturer.
- F. A. Weiss: educator & social researcher.

APPENDIX D - DOCUMENT CAPTURE GLOSSARY

Active Window:	The currently selected window. If several windows have been opened, the active window is on top of the pile. The active window's title bar is striped, while the title bars of the other windows on the screen are white.
Alert Box:	A special window that warns you of a potentially dangerous situation, such as a disk becoming full. Users must click a displayed button in order to proceed.
Archive:	A selection on the List Activities Pull down Menu. Archiving an indexed list removes the list from further editing and makes it available for searching.
Archives:	An organized body of corporate records and personal papers; also referred to as manuscripts.
Backup Disk:	A copy of a disk that can be used if the original is lost or damaged.
Blowup Text:	An OCR Corrections Menu that enlarges the text template area of the document capture window and displays full corrections menu options all at once as buttons for processors to use.
Button:	A displayed circle or rounded rectangle that users click to select an option in a dialog box.
Character:	A letter, number, or symbol typed at the keyboard. A space is also considered to be a character.
Choose:	To pick a command or feature from a displayed menu by dragging the pointer to the command or feature name and releasing the mouse button.
Click:	To place the pointer on an object (an icon, on a displayed button), and quickly press and release the mouse button. Clicking an object selects that object.
Close Box:	The small square at the left end of some title bars. Clicking the close box removes the window from the screen.

Close:	To remove a window and its contents from the screen by choosing Close from the File menu or clicking the window's close box.
Collection:	The records or papers of a single organization or individual; a smaller unit in an archive.
Component:	A component is an image of a page.
Copy:	To store a duplicate of a text or graphics in a temporary memory slot, leaving the original selection intact.
Cut:	To remove a text or graphics selection from a document and place it in a temporary memory slot.
Database Mgt:	A selection on the Activities Pull-down Menu lists the current databases and indicates whether or not they have been indexed. The user can add or delete databases from this screen.
Database:	A collection of data stored in the computer.
Device Management:	A selection on the Activities Pull-down Menu that allows selection of devices to be attached to the workstation.
Dialog Box:	A special window that asks users to enter information that an application needs in order to proceed.
Dimmed Command:	A menu command that is displayed in gray rather than black, indicating that it can't be chosen.
Directory:	A directory is a structure used to organize data. It can contain lists and subdirectories.
Dither:	A selection on the Scanner Display Parameter settings dialog box. It is a technique of rendering shades of gray on a black and white monitor.
Document Capture:	A selection on the Activities Pull-down Menu. Functions on this screen allow the user to create directories, lists and items; to complete template views for each item created; and to perform scanning and OCR corrections.

Double-click:	To press and release the mouse button twice in rapid succession. This action carries out a command.
DPI:	Dots per inch.
Drag:	A mouse technique that involves moving the pointer across the screen while pressing and holding the mouse button; used to size rectangle when establishing the OCR area of an image and when sizing or moving windows.
Fields:	The labelled slots in a data structure into which data is put; e.g., the labelled divisions of the KLARS template.
File:	A collection of information stored on a disk.
Finding Aid:	See "Inventory."
Highlight:	To reverse the black and white elements of selected text or cells. An area is highlighted when users place the pointer on it and click the mouse button.
Icon:	A small picture that represents an object or a concept. KLARS icons include disks, keys, and a disk drive.
Image:	A digitized bitmap of a paper document (text, photograph, drawing, etc.) like a photocopy but captured in the computer.
Index:	A machine process that records, in an "inverted file," the location of each word in structured text so that a search for a word can very quickly lead to a list of all locations of that word.
Indexer:	In Document Capture, this is the procedure that indexes the data for searching.
Insertion Point:	The location where text will appear when users type at the keyboard or, in some cases, choose Paste from the Edit menu. The insertion point is indicated by a flashing vertical line.
Inverted Database:	A database that has been indexed to allow searching by words.

Inventory:	A printed guide to contents of a collection; also referred to as a finding aid.
Item:	An item consists of a group of components and blocks of text.
List:	A list is a grouping of items.
Log Off:	Process of signing off (quitting) from the KLARS computer application.
Log On:	Process of signing on (beginning to use) the KLARS computer application.
Manuscript:	See "archives."
Menu Bar:	The row of menu titles across the top of the screen. Menu titles vary from one application to the next.
Menu:	A list of commands available for a particular application. Users can pull down a menu and view its contents by placing the pointer on the menu's title and holding down the mouse button.
Mouse:	A hand-held device that, when rolled across a flat surface, moves a pointer on the display screen. Pressing the button on the top of the mouse selects an object, chooses a command, or sets an insertion point.
Note Pad:	A desk accessory that allows users to view and change up to eight small pages of notes.
OCR Corrections:	This is a Pull-down Menu that has options used in editing OCR text.
OCR Marker:	A character inserted by the OCR device during OCRing indicating the OCR device has made a "best guess" in interpretation.
OCR Reference:	An Alphanumeric code that defines the area of an image to be OCR'd.
Password:	A word known only to the user and system administrator that allows the user to access the Library Archive and Retrieval System.

Paste:	To take text or a picture stored in temporary memory and place it in in a document.
Pathname:	A description of the location of a directory or file within the system. For example, the pathname of a file consists of a drive letter, followed by a directory name, one or more sub-directory names if applicable, and a filename. Each name is separated from the previous one by a backslash.
Pointer:	A displayed graphic symbol that tracks the movement of the mouse. The shape and function of a pointer vary from one application to another: e.g., a double arrow when sizing windows, an I-beam when inserting text.
Press:	To place the pointer on an object (an icon or a menu title, for example) and press and hold the mouse button.
Process Management:	A selection on the Activities Pull-down Menu. This displays the processes available and their current statuses and allows the user to start and stop the processes.
Record:	A collection of fields; in KLARS, a completed description of a collection, set of documents, a person, an organization, or a subject.
Restore List:	A selection on the List Pull-down Menu. Restoring an indexed list removes the list from further searching and makes it available for editing.
RLIN:	Acronym for Research Libraries Information Network, a national bibliographic utility.
Save:	To store a file or changes to a file either to a disk or the KLARS system.
Scanner:	A device used for digitizing an image.
Scroll Bar:	A thin rectangle along the right side or bottom of some windows. Clicking in a gray section of the scroll bar moves the window's contents in one-window increments.

Scroll Box:	The white square in a scroll bar. Dragging a scroll box up or down moves another part of the document into view in the window.
Select:	A mouse technique used to designate an object that will be affected by the next command. Generally accomplished by clicking or dragging across an object.
Selection:	The object that will be affected by the next command you choose.
Series:	A unit of cataloging or description.
Set:	An intellectually discrete subunit within a folder and within an item.
System Back-Up:	A procedure whereby the System Administrator makes a copy of the KLARS Root File System and all the data files on a magnetic tape.
Tag:	Another term for a field label.
Tagged Text:	Text with field labels attached.
Template Management:	A selection on the Activities Pull-down Menu. This allows the user to add, delete and update fields for text templates.
Text Box:	A box in a dialog box in which users type information needed to carry out a command. The text box may be blank when the dialog box appears or may contain text if there is a default option or if users have selected something applicable to that command.
Text Template:	A portion of the document capture window in which the fields are filled in with the item's text.
Title bar:	The thin rectangle along the top of some windows. The name of the currently selected document or application appears in the center of the title bar.
User Management:	A selection on the Activities Pull-down Menu. This displays all allowable users and each user's personal information, and access, staff and system management rights. Users can be updated, added and deleted.

Wildcard Character:	A character that can be included in a filename to indicate any character or group of characters that might match that position in other filenames. In Windows, you can use the asterisk (*) as a wildcard character. For example, *.EXE represents all files in the directory that end with the .EXE filename extension.
Window:	A rectangular area through which you view information contained in a disk, document, or folder. Windows can be opened (created), and closed (put away). Users can often open several windows at once. Multiple windows can overlap, but users can only work on the window that is on top of the pile.
Word Wrap:	A word-processing feature that causes a word that will not fit at the end of a line of text to automatically move to the beginning of the next line.